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ABSTRACT

This guide provides an overview of the naturalization process and what it means to Hispanic immigrants, describes techniques for integrating English-as-a-Second-Language (ESL) and civics/history content in multilevel classes, offers directions for filling out the naturalization forms and completing the legal steps to naturalization, and provides strategies for getting through the Immigration and Naturalization Service (INS) oral interview and literacy test. The manual consists of six articles by different authors, and appended materials. The articles include: "U.S. Citizenship--Who Needs It?" (Patricia Irvine); "Using Grids to Integrate ESL and Content" (Jamie Treat); "'Yes, I Can Write English': Preparing ESL Students for the Literacy Exam" (Pat Bonilla); "Visual Aids: Islands in a Sea of Print" (Judy Kaul); "Naturalization: The Application (Form N-400)" (Jane Kochman); and "Naturalization: The Interview" (Dan Weber). Appended materials include: an outline of steps in the naturalization process; INS Forms N-400 (application to file petition for naturalization), G-325 (biographic information), and N-430 (request that applicant appear for interview); a chart of the rights of U.S. citizens; 100 INS civics questions, with answers, in English and Spanish; and 20 INS statements, in English, for literacy practice. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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THE NATURALIZATION PROCESS IN NEW MEXICO

A Guide for ESL Teachers and Advocates

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Finally, thanks to Officer-in-Charge **Doug Brown** and staff member **Jamie Collier** of the local Immigration and Naturalization Service office for allowing us to observe interviews and answering questions.

INTRODUCTION

Description of the ESL for Citizenship Project

This instructor's guide grew out of the innovative Literacy for Citizenship Program, funded by the NM State Department of Education, which linked components of Catholic Social Services of Albuquerque's (CSS) Immigration and ESL Programs. The goal of the program was to guide Hispanic lawful permanent residents who otherwise might not apply for citizenship through each step of the naturalization process[1]:

- Understanding the rights and obligations of citizenship;
- Filling out and filing applications;
- Preparing for the oral interview, civics/history test and English literacy exam.

To do this, we had to first learn the regulations governing naturalization. We developed strategies to teach, within a 60-hour course, the kinds of oral and written English required by the exam. We offered legal counseling through CSS' Immigration Program for complicated cases and followed up after the class ended to encourage filing of applications and to give review sessions. Because there is about a six-to-nine month waiting period between the filing of the application and the INS interview, we had to wait for our reward. But it's been worth it; every time we get a call from a former citizenship student shouting, "I passed my test! Come to my Swearing In Ceremony next week!" we still feel that thrill of accomplishment, for them and for us. We learned as they learned.

But we didn't have to start from scratch. CSS has been accredited to do immigration work for almost twenty years. The ESL staff at CSS has experience linking immigration services with language teaching from our deep and continued involvement with ESL for Amnesty in the years since the 1986 Immigration Reform and Control Act (IRCA). CSS published the ESL for Amnesty Curriculum Guide in January, 1989, which was approved by the NM State Department of Education for use in adult education programs throughout New Mexico. Because the competency objectives in that guide are based on the same 100 questions which INS uses for the citizenship exam (see appendix), it can still serve as the basis for a naturalization curriculum if supplemented by the materials presented here.

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[1] As used in this guide, the term citizenship denotes a legal status with benefits and obligations; it is the result of going through the naturalization process.

Who Are the Students?

This guide was written with Spanish-speaking students in mind. New Mexico shares a border with Mexico, so it is not surprising that more Mexican immigrants are eligible for citizenship than any other national group in this state. We gained a lot of experience using bilingual instruction with Hispanic immigrants during Amnesty which we have incorporated into teaching for the next phase, naturalization. All our ESL for Citizenship teachers speak Spanish, and we are committed to bilingual instruction, not only because it expedites the instruction of sophisticated civics/history concepts, but because it reflects our fundamental respect for the culture and experience the Spanish-speaking adults bring to our classes. Also, using their native language in the classroom lowers anxiety and enables adults to express themselves in more mature ways than they can when first using English. All these factors contribute to self-esteem and better learning. The articles in this guide also advise using both Spanish and English literacy to prepare for the writing test. Even though we focus on Spanish-speaking adults, **please keep in mind that the naturalization information and ESL techniques in this guide can be used in classes of mixed-nationality groups as well.**

We have targeted two groups for the CSS ESL for Citizenship program, and that choice is reflected in this manual. First, there are the Hispanic "lawful permanent residents" (LPR's) who immigrated to the U.S legally at least five years ago (three if married to a U.S. citizen); many have been living here for twenty years or more. Secondly, there are the Hispanic immigrants who legalized since 1986 under Amnesty. Through Amnesty they acquired first Employment Authorization and then Temporary Residence (the latter a term INS made up only for Amnesty). By now many have completed phase two of Amnesty: acquiring permanent residence. Even though Amnesty permanent residents won't be eligible to apply for citizenship until 1993, we are preparing now to meet their needs.

The two groups just described share a similar educational profile, probably because the majority of both groups come from Mexico. Approximately 75% of both groups have between 0 - 6 years of formal schooling in their home countries; of that figure, about 25% have as few as 0 - 3 years. Most have Spanish literacy skills but little or no practice in writing English. And we now know that we cannot predict written proficiency from oral skills; some articulate and verbally fluent students have never written a word of English.

In 1993, we can expect huge numbers of Amnesty permanent residents to begin seeking out citizenship classes. For some of them, gaining citizenship is the only way to keep their families intact; as citizens, they can quickly legalize spouses and children who didn't qualify for Amnesty. Moreover, they have new confidence about schooling from meeting the Amnesty English requirement. This guide is an attempt to plan ahead for the return of our Amnesty students, as well as to better serve those permanent residents who are now eligible. The knowledge we gained during Amnesty and our current ESL for Citizenship classes is the basis for what you will read here.

Meeting Adult Students' Needs

The articles in this manual reflect our commitment to combining ESL instruction with content to address the real needs of adults, i.e., meeting immigration requirements. Although we educators often talk about "meeting students' needs," we usually mean the needs we think students have - or should have! ABE instructors in New Mexico paid attention to their students'needs during Amnesty, apprising themselves of the new law and struggling with their students to understand the often confusing and changing requirements. Their efforts made a difference in their students' lives, and instructors gained a sophistication in dealing with federal immigration law that they can now apply to learning about naturalization. Hopefully, that experience will encourage adult educators to seek new ways to teach ESL integrated with content that reflects the concrete conditions of our adult students' lives. Ideally, education should offer tools to change those conditions.

Too often, adult students give up after languishing in ESL classes for years, never feeling competent enough to apply for citizenship. In the ESL articles in this guide, we have specifically focused on techniques for teaching students at the most basic levels, though each author includes ways to adapt for higher-level students.

It is with the desire to address the immediate needs of our adult citizenship students that we undertook this guide. Without apology, we are teaching to the test. Because the immediate goal of adults in our classes is to successfully complete the naturalization process, we have consciously devised strategies to help them meet that goal in as short a time as possible. In the end, when students find that adult education classes can really help them meet their goals, they'll be back for more.

What's in This Volume

The articles in this volume 1) provide an overview of the naturalization process and what it means to Hispanic immigrants; 2) describe techniques for integrating ESL and civics/history content in multi-level classes; 3) offer directions for filling out the naturalization forms and completing the legal steps; and 4) provide strategies for getting through the INS oral interview and the literacy test.

"U.S. Citizenship - Who Needs It?" was written by Patricia Irvine, former Director of ESL programs at CSS, to address the belief that seeking U.S. citizenship means students must deny their own heritage. After discussing reasons Hispanics have such low naturalization rates, she presents the rights to be gained through citizenship and makes a case for naturalization as a step towards empowerment for Hispanic permanent residents.

"Using Grids to Integrate ESL and Content," by Jamie Treat, demonstrates how an ESL grid can be used to teach English structures and vocabulary as students are learning the content for the naturalization interview and the civics/history test. She also shows how grid activities can be adapted for students at all levels in an ESL classroom. The author taught refugees at Catholic Social Services of Albuquerque, Inc. (CSS) for seven years before relocating to Seattle, Washington.

"'Yes, I Can Write English!': Preparing ESL Students for the English Literacy Exam," by Pat Bonilla, outlines concrete steps to guide instructors through what might may seem like an impossible task: teaching students with little or no literacy to prepare for the INS writing test. Consciously teaching self-confidence is one of her most powerful strategies. Bonilla has taught in Latin America, at T-VI, and at CSS for 14 years and is well-known in New Mexico for her Amnesty teacher-training workshops around the state. She is presently coordinator of the Immigration Program at CSS, as well as a citizenship instructor and bilingual outreach specialist for naturalization.

"Visual Aids: Islands in a Sea of Print" was written by Judy Kaul, former instructor of citizenship at Albuquerque T-VI and ESL for Amnesty at CSS. In this article, she advocates for renewed attention to the pedagogical importance of visual aids in citizenship classes, especially for adults who have been out of school for many years and may feel intimidated to find themselves swimming in a "sea of print." She discusses how illustrations can enhance learning while providing little "islands" of respite among so many foreign English words.

"Naturalization: The Application (Form N-400)," by Jane Kochman, helps instructors guide students through the intimidating naturalization form by revealing the point of immigration law behind each seemingly innocuous question. Kochman, who recently graduated from UNM School of Law with a special interest in immigration law, has also taught ESL for Citizenship and was an immigration caseworker at CSS. She is employed as an immigration attorney for Las Americas Refugee Asylum Project in El Paso, Texas.

"Naturalization: The Interview," is an inside view of the INS naturalization interview/exam written by Dan Weber. The article is based on observations of 28 actual INS naturalization interviews made by CSS instructors. In addition to detailing the process, he offers many teaching suggestions for preparing students. Weber holds a Master's degree in TESOL from UNM and currently teaches an ESL for Citizenship class for CSS. During the school year, he teaches ESL at Albuquerque High School.

We hope this guide encourages other adult education programs to initiate citizenship classes that support students through the entire application process.

Patricia Irvine
July, 1991

U.S. CITIZENSHIP - WHO NEEDS IT?

By Patricia Irvine

While we worked on this guide at Catholic Social Services of Albuquerque (CSS), an immigration client approached us, curious about all the activity. When we said we were writing about the process for becoming a U.S. citizen, she laughed, "Nos quieren hacer gringos" ("You want to make us gringos"). In a different incident, a CSS instructor was congratulating his students on their performances in the mock citizenship interview when a student joked, "Now all I need are some contacts to make my eyes blue and a blonde wig."

Although we are certainly not promoting cultural assimilation in our program at CSS, these remarks reveal the mixed feelings that many Hispanics in our classes have expressed about naturalization, the process for gaining U.S. citizenship. Fear of losing their cultural identity is one of the reasons it has taken our adult students so long to make the decision to naturalize. After living in the U.S. as a "lawful permanent resident" (LPR) for five years (only three if married to a U.S. citizen), an immigrant has met the basic residency requirement for naturalization; nevertheless, many never do, choosing to remain permanent residents.

Hispanics have very low naturalization rates. The 1980 census shows that one out of three Hispanic adults legally residing in the U.S. is not a U.S. citizen[1]. There are many good reasons Hispanics don't naturalize, some of which will be explored in this article. All of these reasons need to be interpreted in light of the above remarks. I believe they allude to more than fear of losing cultural identity; they may also stem from the accurate perception that minorities (non-gringos?) are unwelcome in the United States and reflect resistance to embracing the negative attitudes of some Americans towards themselves as "outsiders."

In 1985, the National Association of Latino Elected Officials (NALEO) undertook a long-term research study to account for the reasons for non-citizenship among Hispanics[2]. Among the 1,636 permanent residents surveyed, many cited discrimination against Hispanics in the U.S. as a primary reason for not becoming a citizen. It is understandable that they would find it difficult to justify symbolically switching allegiance to a nation that is, for example, generally unsupportive of bilingual education and has a myriad of other informal ways to limit equal social, economic and political participation of Hispanics and other ethnic groups.

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[1] U.S. Department of Commerce, U.S. Bureau of the Census, "The Hispanic Population in the United States: March 1988," (Advance Report), Current Population Reports, Population Characteristics, Series P-20, no. 431.

[2] National Latino Immigrant Survey, NALEO Educational Fund, 1989. This report can be obtained for $25 from NALEO, 708 G Street, S.E., Washington, D.C. 20003.

Ironically, gaining citizenship is one effective way for immigrants to challenge unequal treatment. The low naturalization rates are alarming to groups that struggle for minority rights in this country, especially since Hispanics will soon be the largest ethnic minority in this country; they already are in New Mexico. Such a large group cannot afford to be excluded from political participation. The organizing efforts of many forceful organizations that defend Mexican-American interests and fight institutionalized discrimination, such as the League of United Latin American Citizens (LULAC), American G.I. Forum, and the Mexican-American Legal Defense Fund (MALDEF), are often thwarted because their constituents cannot vote.

But the right to vote is only one of the benefits to U.S. citizenship that is not available to permanent residents. There are other benefits which can afford permanent residents more protection under the law than they currently have. At CSS we are promoting naturalization as an expedient, a strategy for lessening the legal, social, and economic vulnerability of a group of largely disenfranchised Hispanics in our state. In our role as educators, we can provide educational services grounded in an awareness of the difficult circumstances facing Hispanic non-citizens.

To make naturalization more accessible through educational services, the CSS Literacy for Citizenship program has targeted two special groups of LPR's in New Mexico:

- Hispanic permanent residents who entered this country legally and have worked and paid taxes in New Mexico for many years - some for 15 to 20 years or more. In 1980, 5%, or about 24,000, of the total Hispanic population in the state were non-citizen legal immigrants.

- Newly legalized Hispanics, primarily Mexicans, who have recently become legal permanent residents under the Immigration Reform and Control Act of 1986 ("Amnesty"). The Immigration and Naturalization Service (INS) has estimated that there are approximately 17,000 Amnesty applicants in Central and Northern New Mexico. Although they will not be eligible for naturalization until 1993, it is not too soon for adult educators in this state to begin planning to meet their needs.

Although we expect many Amnesty permanent residents to actively seek naturalization because it offers a way to legalize spouses and children who did not qualify for legalization, others may follow the trends of the long-term LPR's in their communities and avoid naturalization. Making naturalization accessible to both groups through education is easier if we understand some of the reasons Hispanics don't become U.S. citizens, as well as some of the ways in which naturalization can help them.

RELUCTANCE OF HISPANICS TO NATURALIZE

Contrary to the belief that Hispanics do not want citizenship because they plan to return to their native countries, 98% of the respondents in the NALEO study said they planned to make the U.S. their home. Forty-six percent stated that their primary reason for not applying was that they saw no real benefits to becoming a citizen. At the same time, 95% of respondents said they desired the right to vote. These paradoxical findings indicate a real need for information about the benefits of citizenship among the largest group of non-citizens in the country.

Another main reason the respondents had not sought citizenship is that it is not easy. A majority of NALEO respondents cited the [perceived] difficulty of the INS exam, which requires the ability to speak, understand and write English, as well as knowledge of U.S. civics and history. Many LPR's are afraid because they have few years of formal education (and for some that was at least 30 years ago) in their native countries and doubt their abilities to perform the reading and writing tasks in English, though many understand and speak some English. For example, among the over 800 Hispanic adults who completed Amnesty courses at CSS between 1988-91, 77% had six years or less of schooling; 27% had attended school for less than three years. These figures are representative of the overall educational level of other Hispanic immigrants in New Mexico.

The NALEO study also cites the inaccessibility of the naturalization process and fear of INS as reasons for not applying for citizenship. More than three-fourths of Hispanic immigrants in the survey had recognized the importance of obtaining U.S. citizenship and 56% had taken steps to initiate the process (e.g., taken English classes or obtained forms). However, only 34% had become U.S. citizens. Those who didn't file said they weren't sure of the procedures and lacked sufficient English to understand the forms. More than 30% in the NALEO study had sought help in completing the paperwork. A significant deterrent is the cost of private legal help; in Albuquerque, for example, private immigration lawyers charge an average of $400 to steer someone through the entire process.

Finally, Hispanics are reluctant to naturalize because they do not want to feel disloyal to their home country, and they want to maintain political ties there. However, as important as these issues are, only 18-24% of the respondents mentioned any of these as primary reasons for not naturalizing. It must also be interpreted in light of the 98% in the same survey who said they planned to make the U.S. their home. Wanting to maintain one's ties to home may be a more salient reason for Mexicans, the primary sub-group of Hispanics we serve in New Mexico.

Among Hispanics, Mexicans are notorious for avoiding naturalization. In the 1970's, naturalized Mexican immigrants represented only 6% of the total number of naturalizations in the U.S. even though they had the highest number (20%) of all legal admissions for the previous 10 years.[3] Their behavior is similar to Canadians, who also have low naturalization rates. It appears that immigrants from nearby countries, especially those which share a land border, feel less of a need to gain U.S. citizenship than others because it is relatively easy to travel back and forth and maintain ties with the home country. Until their roots in the U.S. are as deep as those in Mexico, which usually takes living in this country for a long time, the incentive to naturalize is low.

Research studies show that Mexicans who have low-paying jobs in the U.S. have low stakes and thus little motivation to obtain naturalization. Also, Mexicans who have a social network of mainly other Mexicans get little support from their friends for changing citizenship. In addition, because they interact primarily with other Spanish speakers, they probably have not developed the English skills to feel competent enough to confront the literacy, civics and history test. So until Mexicans begin to participate in U.S. community activities with English-speaking friends, the social support for naturalization may not be there[4].

WHAT ARE THE BENEFITS OF U.S. CITIZENSHIP?

Since permanent residents can live forever in the U.S. and never have to naturalize, why should they? According to the NALEO study, the largest percentage of Hispanic permanent residents do not naturalize because it is not clear what the benefits are. In order to inspire Hispanic immigrants to make the considerable effort required to naturalize, they may need to be informed of the major benefits of citizenship. (A chart, the Rights of U.S. Citizens, appears in the appendix of this guide.)

1. Citizens can vote and hold elective office

   The major consequence of non-citizenship is the loss of the right to vote or hold public office. Without the power of the vote, Hispanics have no political voice. Even though non-citizens must pay taxes and register for the draft just like citizens, they cannot, for example, vote against candidates who want to spend their tax money on a war. Publicly elected officials are simply not accountable to permanent residents, who have no power to vote them out of office. And as a major ethnic minority in the U.S., Hispanics have a large stake in civil rights issues and anti-discrimination policies.

   Voting is the one advantage of citizenship that is clear to Hispanics; in the NALEO survey, 95% considered the right to vote as the most important reason to naturalize. Of Latinos who become U.S. citizens, 81% registered to vote, more than 11 percentage points above the registration rates of the general U.S. population.

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[3] Alejandro Portes, "From South of the Border: Hispanic Minorities in the United States," Immigration Reconsidered, ed. Virginia Yans-McLaughlin (New York: Oxford, 1990) 177.

[4] Portes 179.

2. Citizens are eligible for all types of employment.

Unlike citizens, permanent residents are excluded from some federal government positions, state and local public safety positions, and in some states, public school teaching positions. Non-citizens are also prohibited from being hired as federal civil servants, state police, probation officers, public school teachers, army and navy officers, optometrists, nursing home administrators, veterinarians, or others, depending on the state. Finally, non-citizens cannot hold federal positions requiring security clearances.

3. Citizens can immigrate family members more quickly and easily than permanent residents.

Although permanent residents do have the right to immigrate immediate relatives (spouses and unmarried children of any age), they must do it within the constraints of the current "Visa Preference System." Under this system, there are annual quotas for the number of people from each country that can enter the United States. Because so many permanent residents from Mexico have applied to immigrate their spouses or children, the waiting list is backed up at least ten years. Some immigration experts estimate that the waiting time may grow to 15 or 20 years since Amnesty has increased the number of permanent residents who are now filing to immigrate spouses and children.

For U.S. citizens, on the other hand, immigrating family members can be accomplished quickly. It takes only 6 months to one year for the paperwork to be processed, and then a spouse, child (unmarried and under 21) or a parent can become a legal U.S. resident. (Permanent residents cannot immigrate parents.)

This right to immigrate immediate relatives has special significance for those who legalized under Amnesty, but whose spouses and children did not qualify. It will be discussed in greater detail below.

4. Citizens can travel and re-enter the U.S. freely.

Permanent residents have restrictions on the amount of time they can be out of the U.S. Also, they may be excluded from re-entering the country for a long list of reasons. For example, even if a permanent resident has lived in the U.S. for 20 years, he or she could be prevented from re-entering the country if there is a question about a criminal offense or affiliation with radical political groups who oppose U.S. policy.

5. Citizens cannot be deported.

   A U.S. citizen cannot be deported under any circumstances. Non-citizens, on the other hand, can be deported at any time if they commit any of a list of crimes or become a "public charge" (cannot support themselves). Imagine a scenario in which a teenager, a permanent resident, is arrested. According to the law, he may be deported. If the child is a repeat offender, deportation may seem even more desirable to an overburdened legal system. This is a frightening thought for most parents, yet entirely within the realm of possibility.

6. Citizens have the right to full social security benefits.

   Although permanent residents may have worked in the U.S., paid taxes, and contributed to social security for all of their adult lives, they cannot receive full social security benefits if they leave the U.S. to retire in another country.

WHO NEEDS U.S. CITIZENSHIP?

In short, Hispanic permanent residents need U.S. citizenship to keep their immediate families intact and to defend their equal rights under the law through the right to vote. The two groups targeted by CSS in New Mexico may be the most motivated to take the step towards U.S. citizenship for a number of reasons:

- Long-term LPR's: In general, because of their many years of U.S. residence, this group has a bigger stake in their lives in this country than in their home country. They may have acquired property, and their spouses or children may be U.S. citizens. (Some adults in our classes want to naturalize as a matter of pride to "keep up" with their U.S.-born children.) Some need to pave the way for their children or spouses to gain citizenship. Because they have lived so long in the U.S., they may have infrequently visited aging or ill parents. They may need to naturalize to gain more freedom to travel outside the U.S., or to immigrate elderly parents to take care of them here.

  For some long-term LPR's, lack of U.S. citizenship may be a barrier to employment in a chosen profession and to upward social mobility. They have aspirations for their children. They may have strong opinions about local educational decisions and about new federal immigration laws, for example, and they need the right to vote to defend their interests. Long-term LPR's have worked and paid taxes for many years in the U.S., and they have contributed enough to social security to encourage them to seek the full benefits due retiring citizens.

- Amnesty LPR's who will soon be eligible for naturalization: This very large group becomes eligible for citizenship 5 years after adjustment to permanent residence. In 1993, 1994, and 1995, the bulk of the newly legalized will be ready to apply for naturalization:

  - If they were among the first to apply for Amnesty in May, 1987, they had to meet the deadline for applying for permanent residence by November, 1988. This group will be eligible for naturalization as early as November, 1993.

  - If they applied for Amnesty during May, 1988, the last month it was available, they will first be able to apply for citizenship in November, 1995.

  - One group of Special Agricultural Workers (SAW's) who legalized under Amnesty will be eligible in December, 1994. The second group will be eligible in December, 1995.

Like long-term LPR's, Amnesty LPR's have lived in the U.S. a long time; in order to qualify for legalization, they had to have been living in the U.S. since before 1982. Thus, they will have many of the same incentives as long-term LPR's to seek naturalization, but they may also be motivated by the following additional factors:

1. Naturalization is the safest way to keep families together when not all members are residing legally in the U.S., which is the case with a large number of Amnesty recipients.

   When Congress passed the Immigration Reform and Control Act of 1986 (IRCA), they did not provide for the automatic legalization of a newly legalized person's spouse or children who did not apply for or who did not qualify for amnesty. The "Family Fairness" and "Family Unity" provisions, enacted later to address this problem, DO NOT GRANT LEGAL PERMANENT RESIDENCE; if a spouse or child of a legal permanent resident meet certain requirements, they are only granted "extended voluntary departure," meaning that they are placed on a docket for deportation. INS then allows them to stay for a one-year period that is renewable (at the discretion of INS).

The biggest danger is that anyone filling out a "Family Fairness" application is admitting that he/she is in the U.S. illegally. If the application is denied for any reason, deportation proceedings could begin. Unless the required proof of residence and familial relationship is 100% complete, naming undocumented children or a spouse in a "Family Fairness" application can be a risky way to try to keep a family together.

If properly informed of their options, many Amnesty LPR's will apply for citizenship to avoid the dangers of "Family Fairness." For Amnesty LPR's who have already applied for "Family Fairness," naturalization will be the utmost priority because they have already made undocumented family members vulnerable by reporting their presence to INS.

2. Amnesty LPR's who passed either the INS oral/literacy exam for permanent residency or the ETS English and Citizenship Test have already completed half of the INS naturalization exam.

To become permanent residents, Amnesty LPR's were forced to complete an English and civics/history requirement. This was a positive ramification of IRCA, as many learned that they could, in spite of low educational levels and few English skills, succeed in a formal school setting. Many Amnesty applicants took advantage of the incentive offered by INS to do more than show "satisfactory pursuit" of English proficiency. They opted to take an English and civics/history exam which would exempt them from further testing should they apply for naturalization in five years.

INS has since ruled that a passing score on this exam only exempts an applicant from being asked questions about U.S. history and government during the naturalization exam. APPLICANTS STILL HAVE TO DEMONSTRATE ORAL PROFICIENCY IN ENGLISH WHEN THE EXAMINER REVIEWS THE N-400 NATURALIZATION APPLICATION.

Amnesty LPR's may be motivated by their recent success in English and civics classes to make the effort to naturalize. Those who did not attempt the oral/literacy exam but who attended Amnesty classes may no longer be afraid of school because they have learned what to expect. Amnesty LPR's who passed the exam and are exempt from the civics and history section still need help filling out the application form and practice in answering the oral questions for the naturalization interview.

CITIZENSHIP AND ADULT EDUCATION

Right now there are literally thousands of adult immigrants in New Mexico available to fill adult education classes. But if we plan to help adults meet concrete social, political and economic goals through naturalizing, we have to redesign our citizenship classes.

Citizenship classes in New Mexico have generally been small, often teaching civics and U.S. history to intermediate or advanced students who already speak and write enough English to pass the test. Newly designed classes must take the special educational needs of Hispanic LPR's in New Mexico into account: the majority have little or no English literacy skills and low levels of formal education in their home countries. Most have spent many years speaking primarily Spanish on the job and within their families, and they could benefit from interaction with native speakers of English. (Volunteer aides for conversation or mock INS interviews are an excellent resource.)

Such courses would include information about the benefits of citizenship; information about the steps in the naturalization process; help with filling out the application; instruction in civics and history that integrates ESL with content; and oral and written practice in English that transfers directly to the INS interview/exam. But before such courses can be offered, instructors must have appropriate training. By funding the publication of this guide, the New Mexico State Department of Education has taken an important step in that direction.

One important aspect of education for this group in particular has not been formally developed in this guide but is often used by CSS instructors: teaching civics not as disembodied facts about U.S. government, but in the context of dealing with government agencies like the INS. CSS students have read newspaper accounts of changes in immigration regulations and written group letters explaining their views to congressmen. In the context of studying the Bill of Rights, another class analyzed actions of the INS Border Patrol in Albuquerque in a specific incident which violated due process. Any community problem that the class works together to address is a lesson in how systems work and how to take action for change.

Although it is difficult to combine teaching, in a short time, the basic information about the naturalization process with teaching civics and history in a critical, participatory way, it is a worthwhile goal. One tactic to make it possible might be to institute a two-tiered system wherein students graduate to a second citizenship class while they await notification for their INS interviews.

We have learned that when adults successfully reach a specific, often short-term educational goal, like passing the citizenship exam, they are more willing to take on other goals. Courses which combine instruction with meeting adults' real needs (e.g., legalizing one's undocumented spouse or children) will encourage new citizens to enroll in other adult education classes to get high school diplomas or vocational training.

In the long run, efforts by adult educators to make naturalization more accessible will result in increased educational skills, increased civic participation, and more rights for Hispanic immigrants and their families.

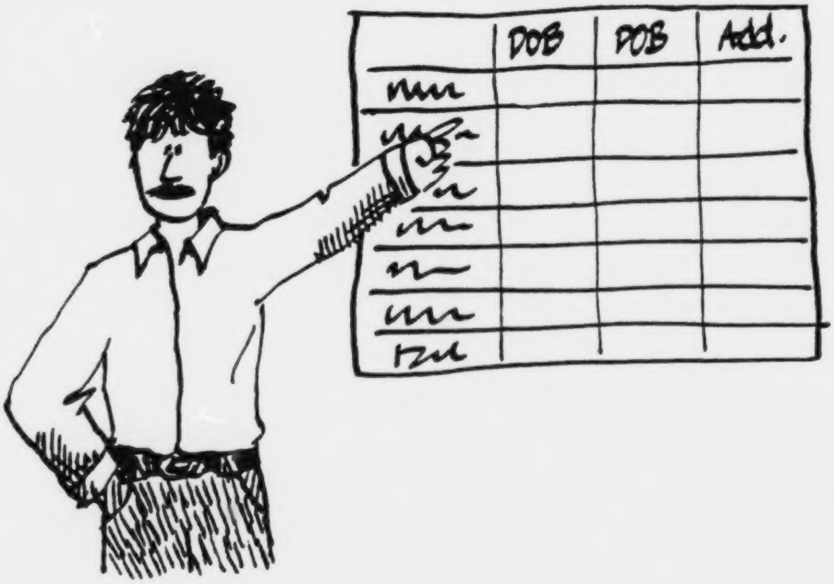
USING GRIDS TO INTEGRATE ESL AND CONTENT

by Jamie Treat

One of the most useful and versatile teaching tools in an ESL for Citizenship class is a grid - the systematic arrangement of information in rows and columns. Grids are used to display information in many authentic community print materials such as bus schedules, company time sheets, order forms and long distance phone bills. These have long been exploited by general ESL teachers as the basis for a variety of activities for developing students' oral and literacy skills at all levels. Their format suggests a repetition of grammatical structures, and they contain information that is meaningful to students, and that is easily accessed as single words, short phrases or numbers.

Grids are also used by content teachers (history, science, etc.) as conceptual tools to help students organize large amounts of related information. In this format, facts are not isolated, but are part of the larger picture, and the relationship between each element is clear. Grids aid not only understanding but comprehension as well - information is more easily remembered if associated with other information, and the graphic set-up of a grid is helpful to those students with good visual memory.

The ESL for Citizenship teacher, who must teach both language and content, can use grids to prepare students for all three parts of the citizenship application process: the personal information questions, the oral exam on U.S. history and government and the literacy dictation. A range of activities can be developed around a single grid that will challenge students of all abilities in a typical multilevel class.



PERSONAL INFORMATION

Naturalization applicants must complete a lengthy and detailed personal information form. They are not required to fill this out on their own, but their oral responses to the interviewer's review of the information is the first assessment of the applicant's English language competence. The applicant must be able to provide an appropriate response to the interviewer, whether a simple "Yes" or "No" ("You have four children?") or supplying information ("How long have you lived at this address?"). A grid can be the basis for practicing either kind or response.

Before using a personal information grid, introduce the topic using a dialogue, a picture, a tape or an open discussion. Then draw the grid on the board or on a large piece of paper. Elicit information from the students, and fill in the grid or have the students do so.

NAME	AGE	NO. OF CHILDREN	YRS. IN US
Jose	33	5	7
Lupe	36	3	6 1/2
Enrique	29	0	5
Ahmed	51	4	8
Van	42	6	5
Martha	49	5.	7 1/2

POSSIBLE ACTIVITIES

Beginning students can be encouraged to listen actively and required to talk only later. Also, oral practice should precede literacy activities. The following are some possible activities with this grid, from easiest to most difficult:

(1) Model sentence while pointing to appropriate box on grid ("Jose, 'No. of children' "5")----> ("Jose has 5 children").

(2) Model sentence and have students point to appropriate boxes on grid.

This is "total physical response."

(3) Have student point to boxes in grid and provide sentence. Students are able to formulate their response silently, and then compare to the teacher's answer. This is low-stress self-correction.

(4) Point to boxes on grid and have students produce appropriate sentence, as a group or individually.

(5) Designate a student to "be the teacher." The student points to boxes on the chart and calls on classmates to respond. This gets student out of their seats and in control of their learning.

(6) Dictate "true/false" statements and have students answer "Yes" or "No." (Examples: "Van is 32 years old" ---> "No"). Students may be required to correct "false" statements. Since much of the actual citizenship interview consists of inflected statements (Example: "You have 5 children?"), this is excellent preparation. Just be sure to personalize these true/false statements so that each student gets some practice. You may also consider having students respond "that's right" or "correct" to avoid confusion over negative questions such as "You've never been arrested?"

(7) Ask "Yes/No" questions (Example: "Does Lupe have 3 children?", "Are you 31 years old?")

(8) Ask, or have students ask each other, information questions: How many children does Martha have?" "How old is Ahmed?" Although you may want to teach students the "long answer" ("she has 5 children"), the shortest possible answer is preferable ("5") during the interview, because that is all that is required and students have less opportunity to make a mistake.

(9) Provide listening practice for the difference between a question and a inflected statement (Example: "You've been here 5 years?" vs. "How long have you been here?").

(10) Rephrase questions so that students will be able to recognize what information is required. Example:

NAME	DATE OF BIRTH	PLACE OF BIRTH	ADDRESS

This grid may be chosen for low-level students because of the simple grammatical structures needed ("What is your address/place of birth/address?" "My __________is __________"). Later, students should learn to comprehend and produce alternate phrasing ("When were you born?" "Where are you from?" "Where do you live?"

Up to this point, students have only described the content of the grid. More advanced students may be ready to analyze - count, add, compare, contrast, summarize, make inferences from or speculate about - the information on the grid. In this way, students can review the basic vocabulary while learning new structures. Some possibilities are comparatives ("Who is older, Lupe or Van?"), superlatives ("Who has been here longest?"), quantitative ("How many students are over 30?").

Reading and writing activities help both pre-literate and literate students absorb the information and should be included. Some possible literacy activities, again in order from easier to more difficult are:

(1) Have the students find the sight words to be learned ("Age", "Date of Birth", "Nationality", "Occupation", etc.) on the INS N-400 form and circle them.

(2) Have students locate the sight words on the N-400 and fill in the appropriate personal information.

(3) Provide a grid with the personal information included, but in different locations, and omit the sight words. Have students individually or in groups fill in missing sight words.

(4) For more advanced students, provide index cards with information that corresponds to all the squares in the grid, and have them reconstruct the entire grid.

Many of the same exercises you did orally can be repeated in writing. For example, have students respond to written true/false statements or provide short answers to written information questions. Other possibilities are:

(5) Students complete a cloze (fill-in-the-blank) exercise using the grid information.

(6) Students write a complete sentence using grid information.

(7) Students write paragraphs using grid information.

(8) A final personal information activity, which requires both oral and written practice, is to have students interview one another and fill in a grid. An alternative grid set-up is:

HAVE YOU EVER ________?		
Name	Yes	NO
Julio		
Maria		
Pedro		
Juana		

Each student has one question to ask all other students (Example: "Have you ever been arrested?). Ideally, all questions should have a similar structure. Topics for personal information grids are easily obtained from the actual citizenship application. Much of the application, in fact, is in grid form.

Example: What employment have you held during the last 5 years? (See grid next page.)

NAME AND ADDRESS OF EMPLOYER	OCCUPATION	FROM (MO/DAY/YR)	TO

LITERACY ASSESSMENT

Applicants who demonstrate minimal knowledge of English during the personal information interview must then produce an acceptable writing sample in order to fulfill the literacy requirement. This normally involves writing one to five dictated sentences with a certain percentage of the words spelled correctly. These sentences usually do not have to do with the content of the citizenship classes and are more likely to include simple nouns (such as "man", "cat", "house") and colors. Typical dictation sentences and their variations are easily practiced through grids using many of the same techniques as with the personal information grids. Example:

	house	car	tree
cat			
dog			
woman			

This grid suggests such sentences as "The cat is in the yellow house" or "The woman is in the red car." The arrangement of the colors is arbitrary. You may want to introduce this grid using pictures instead of words in order to establish the meaning for low-level students, or to write the names of the colors in color. It is essential, however, to make the transition to the written word as quickly as possible.

POSSIBLE ACTIVITIES

(1) Have students match printed words on index cards to the appropriate squares on a picture version of the grid.

(2) Write the basic sentence structure on the board or on a large piece of paper for each student: "The ____________ is in the ____________ ____________."

(3) Dictate a sentence while pointing to the appropriate squares on a picture version of the grid. Students "fill in the blank" using word cards.

(4) Point to three squares on the grid (i.e. "cat", "green", "tree") while dictating the sentence suggested ("The cat is in the green tree.") Students construct sentences using words on index cards. This exercise is easiest when students have only the word cards they need. It can be made more difficult by giving the students extra cards to choose from. Students copy the sentences afterwards.

(5) Dictate a sentence suggested by the grid. Students point to the appropriate squares on a word version of the grid.

(6) Dictate a sentence suggested by the grid. Students write the sentence.

KNOWLEDGE OF U.S. GOVERNMENT & HISTORY

After successfully completing the literacy portion of the exam, citizenship applicants must demonstrate a knowledge of United States government and history. Applicants are asked between 7 and 13 questions drawn from a list of 100 possibilities recommended for study by INS. It is not clear what percentage of these must be answered correctly in order to pass. This section of the citizenship exam is conducted orally and requires no reading or writing. Students must study and memorize a large number of facts about the United States. Organizing this information into grids provides many advantages. Example:

	Executive Branch	Judicial Branch	Legislative Branch	
			Senate	Congress
What				
Duties				
Who				
Where				
How selected				
Term				

After learning about each of the three branches of the federal government, students can record the information in this grid. In this format, the information is easily retrieved for discussion and comparison. As in the personal information grids, facts are easily accessible and questions can be repeated for maximum practice:

"How long is a senator's term?"

"How long is a congressman's term?"

"How long is the President's term?"

"How long is a Justice's term?"

or

"What does a senator do?"

"What does a congressman do?"

"What does the President do?"

"What does a justice do?"

Students must also be able to recognize the different ways the examiner may ask for the same information. For example:

"Who is the ..... ?"

"Name the ..... "

"What's the name of the ..... ?"

"Can you name the ..... ?"

or

"What are the duties of .... ?"

"What does the ..... do?

First, practice one question at a time with each branch of the government ("What are the duties of the President/of the Supreme Court/of Congress?"). Later, other question can be introduced simply by asking the question, "What does the President do?" and pointing to the appropriate square on the grid. Then practice this structure over and over with each branch of the government. Finally, try mixing the questions ("What are the duties of the President?"...."What does Congress do?").

With information in grid form, students can also practice mirror questions:

"What are the duties of the executive branch?"

"Who enforces the laws?"

or

"How long is the President's term?"

"Which branch has a term of 4 years?"

Students can analyze the information for better understanding.

"Who has the longest term?"

"Which branch has the most representatives?"

"Who has the most power?"

Grids can be constructed to compare new information about the United States government and history to more familiar information about the student's homeland. For example, the presidents of the United States and Mexico can be compared using the following grid:

	united States	Mexico
Who		
Where		
Duties		
Term		
How selected		

The duties and power of each branch can also be compared in a can/can't chart:

	President	congress	senate
change a bill			
veto a bill			
sign a bill			

The possibilites for using grids are endless. Use your imagination to combine elements of the oral interview and exam, or work with historical facts. Perhaps these final two grids will inspire you to start creating your own:

	From where?	when came?	why came?
Native Americans			
Pilgrims			
Other Europeans			
Mexicans			

	Rev. War	Civil war	WWI	WWII
From				
To				
who fought?				
why?				
who won?				

"Yes, I Can Write English": PREPARING ESL STUDENTS FOR THE LITERACY EXAM

By Pat Bonilla

In most citizenship classes, as in most other adult education classes, there is wide variation in our students' ability levels. Writing in English is usually the most difficult task even for an ESL student with high level oral skills and with a high-level of formal education in the first language. Seventy-five percent of the adults in the ESL program at Catholic Social Services of Albuquerque have six years or less of formal education in their countries. Their daily use of written Spanish is limited and most of my students say they **never** write anything in English. So my major goal is to get the students to write - first in Spanish - to boost their confidence. Then they can transfer those writing skills to English. At the end of only ten weeks, a student can truthfully say to the naturalization examiner, "Yes, I can write in English."

The Immigration and Naturalization Service (INS) uses the writing portion of the naturalization exam as a second screen of English skills. The first screen is the oral English used during the first few minutes of the interview and the review of the N-400 naturalization application. An applicant whose oral skills are deemed too low during the first minutes of the interview will not even complete the review of the N-400. Likewise, an applicant who can perform well orally during the review, but who cannot demonstrate satisfactory writing skills will not be allowed to proceed to the oral U.S. civics/history part of the exam. Therefore, writing skills sufficient to meet the examiner's criteria are a critical part of the test.

If you have read Dan Weber's article on the naturalization process in this guide in which he reports on our observations of actual INS exams, you may agree that the writing portion of the exam is not a true test of "literacy." To me, literacy is a varied but integrated set of communication skills which include the printed word. In brief, the writing portion of the INS naturalization exam as observed at the Albuquerque INS office is not a holistic evaluation of the applicants' literacy skills; it can better be described as a dictation test in which correct spelling of most of the words is an important consideration.

The use of a standardized naturalization test (comparable to the Educational Testing Service's English and Citizenship Test used during Amnesty) is being considered by INS officials in Washington. Until then, we teachers must help our students prepare for the "dictation spelling test" now in use. However, we don't need to begin with spelling or phonics or dictating single words in our classes. I use a "real" language in context at first, incorporating a dialogue journal in Spanish and English, and in later activities I focus on the details of spelling and listening to the dictated "unreal" sentences favored by INS.

This article will describe some of the ideas and techniques that I use to prepare my students for the writing portion of their INS naturalization exam. As you read, keep in mind that while the majority of my students have about 6 years of schooling, approximately 25% have three years or less of formal education in their home countries. Older students may have attended school as long as 50 years ago! Nevertheless, an adult student who has never gone to school can pass the written test if he/she has enough motivation and is provided with practice in many different writing activities. The following activities are designed to provide the necessary basic foundation in fun, but not babyish, ways. Some techniques may seem unnecessary for higher-level students, but I have included ways to adapt exercises to meet the needs of individuals in multi-level classrooms.

CLASSROOM TECHNIQUES TO PREPARE STUDENTS FOR A "DICTATION TEST"

I. BILINGUAL LITERACY AND DIALOGUE JOURNALS: "Real Writing"

Bilingual adults need to practice their writing skills in their first language. The transfer of literacy skills from first to second language is high. Even more important, students' confidence and self-esteem are boosted by using the first language. If a student can write an articulate, correctly spelled paragraph in Spanish, he should have the chance to do this in my class. Why should he only write short sentences in English where he agonizes over each spelling? The students should be given the opportunity to write well and easily in Spanish in each class. At the same time, they are slowly improving lower-level English writing skills.

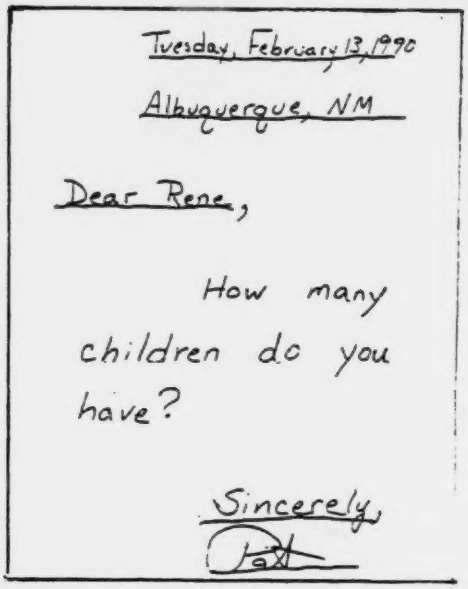
The dialogue journal is a well-known technique in which students and teachers converse with each other through writing. The journals are valuable because in the process of trying to communicate with an actual person, "real" language is being used. And "real" language is the basis for basic literacy skills.

My students start their Spanish dialogue journals in the second class meeting and English dialogue journals in the third class meeting. From the third class on, we spend about ten minutes writing in Spanish every night near the beginning of class and about fifteen minutes writing in English near the end of class. Students help each other and there is a lot of talking during the writing time. I try to spend a very short time (less than a minute) with as many students as possible as I walk around the classroom.

Usually the journals consist of a short question from me which the students answer. Thus, individualization, or tailoring the difficulty of the question to accommodate each students' level is the basis for this exercise. This means, of course, homework for the teacher, but I make my comments and questions as short as possible - one-liners usually - to avoid burn-out. I prefer to use two separate (small, so as not to be intimidating) notebooks, one for Spanish and one for English, for the dialogue journals.

Rene is a nearly pre-literate student. Here are examples from Rene's English dialogue journal.

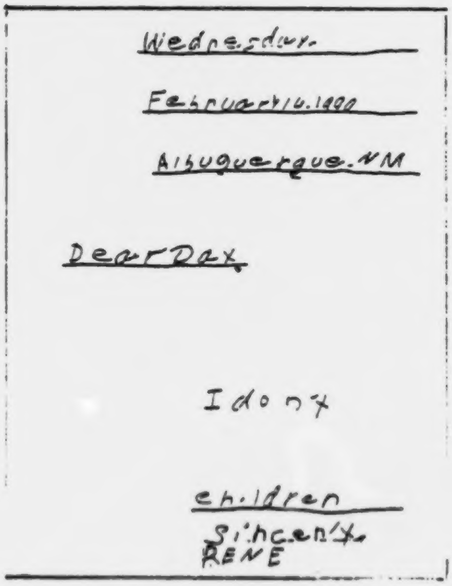
February, 1990


Tuesday, February 13, 1990
Albuquerque, NM

Dear Rene,

How many children do you have?

Sincerely,
Pat

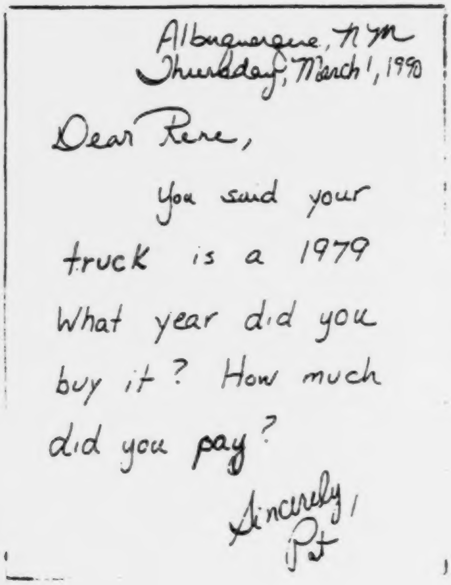

Wiednesdwy.
Februari14.1990
Albuquerque.NM

DearDax

I dont

children
Sincerly.
RENE

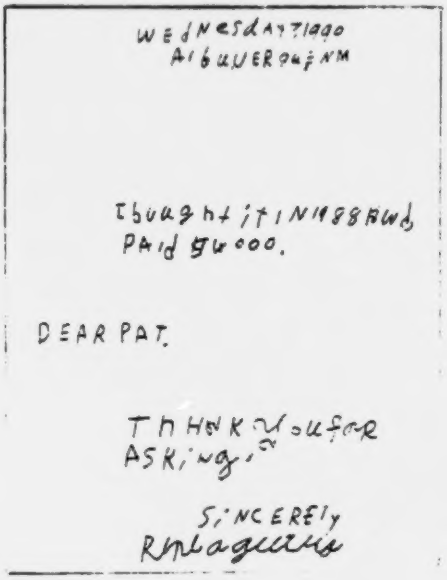
March, 1990


Albuquerque, NM
Thursday, March 1, 1990

Dear Rene,

You said your truck is a 1979 What year did you buy it? How much did you pay?

Sincerely,
Pat


WEdNESdAY7I990
AlbuNERque NM

thought it IN 1988 Bwd,
PAid $4000.

DEAR PAT.

THANK You for
ASKing.

SINCERELy

You can see that Rene understood my written symbols and we can understand what he answered in writing. To me, that's literacy! Even though Rene got help from another student, he practiced saying (and translating to himself) my written question three or four times before putting his book away. Even though another student helped him write his answer to me, he wrote it ten times at home and showed me the next class.

Rene is motivated, he practices, and he is **improving**. Please notice his signature: in February he prints first name only; in March he writes cursive first and last names. Notice the difference in the "q's" in Albuquerque. Notice sentence length and syntax in each sample. Notice the formation of "t's" and "y's": the handwriting is obviously painstaking in both samples, but there is improvement.

Just give Rene time and lots of varied written and oral practice. He'll pass the INS oral and dictation exams in the future!

II. SELF CONFIDENCE

Facilitating self-confidence among students as they begin to learn to write is a critical part of the process. I like to spend about a quarter to a third of my students' time in writing practice. (Not necessarily the first or last hour of a 3-hour class; three or four 15-minute segments throughout the class session is better.) At least once every class, remind students that when someone asks, "Can you write in English," they can truthfully answer YES! An INS officer is not asking, "Can you write everything in English?" But, "Can you write?" We do not say "Yes, a little" or "Yes, just easy sentences." A simple "YES" is best for INS. They know they can because they write in English in every class session.

To build confidence for the INS exam, I also focus on body language and intonation. They are important not only for the writing portion, but throughout the INS interview. With practice, confident body language and intonation can be learned. Even when the student is tremendously nervous, a show of confidence can be the deciding factor in a border-line interview. Moreover, pretending confidence in role-play can generate true self-confidence.

Your students can practice showing confidence in pairs. One plays the INS examiner who dictates too fast. The other is the applicant who practices saying (while looking the examiner in the eyes and speaking in an assertive tone), "Excuse me. Please repeat." Or, "I'm a little nervous. Please repeat slowly and I'll try again." Or, "I practiced a lot of writing in my class. Please give me another sentence". While writing, the student should practice (even if it's fake) smiling, nodding positively, and picking up the pencil with gusto.

Have them practice **NOT** hesitating while writing. With faked enthusiasm, they should keep going until they've tried writing every word. Fake enthusiasm can be learned and becomes real self confidence. Can you write in English? **YES.**

III. UNDERSTANDING THE MEANING OF A DICTATED SENTENCE

Large doses of comprehensible input in every way possible in your classroom is the best way to teach students to understand the content of dictated sentences in English. Commonly, the content of dictation exercises at INS is **not** related to the content of the citizenship material. Although INS published a list of twenty statements (see appendix) for examiners to use in testing literacy during legalization, they were not used by the examiner we observed giving naturalization exams. However, these statements might be used by a different examiner at the Albuquerque office (there are now two examiners). The examiner we observed gave sentences like "I have a green house with a red door." (For a fuller description, please refer to Dan Weber's article on the naturalization process in this guide.)

Any writing must, of course, be based on listening comprehension, speaking, and reading skills. So use meaningful translations whenever comfortable (depending on the native language groups of your students). Do continually point out that word-for-word translation does not usually convey meaning. Nevertheless, translating sentences from English to another language is helpful when it's quick and easily understood by all. When you let a student be the one to translate in order to help his compañeros, you empower him or her in the classroom.

Use visuals as often as possible. It can be lots of fun to say a sentence (with as many imbedded clauses as your group can take) and let them choose which picture your sentence describes: "Point to the white house with the orange curtains and the green door and a red sports car outside." Actively choosing and pointing reinforces understanding because it requires a kinesthetic response. Use this and other similar Total Physical Response (TPR) exercises. Any activities that give practice in listening comprehension will build your students' skills for dictation.

Every oral/aural skill is a base for building writing skills. Practice saying a long sentence quickly and see if a student can re-state in his/her own words -- not worrying about syntax. This is an excellent check of comprehension.

IV. DISTINGUISHING INDIVIDUAL WORDS IN A DICTATED SENTENCE

The first step in helping students learn to distinguish word boundaries in spoken English is just asking groups or individuals to repeat as much of the sentence as they can. But be careful. When a group repeats, it often sounds wonderful, but listening to individuals lets you know what's really happening. Have you ever noticed that some students seem not to understand until they themselves have repeated the words? I think this is a common feature of adult comprehension in a second language.

Repeating correctly and being able to distinguish word boundaries are not the same. I can say the same sentence, "The President lives in the White House," to three excellent "repeaters" of English. All three will say the sentence with perfect pronunciation and intonation. Then I can ask all three, "How many words did you say in that sentence?" The response may be "three," "five," or "seven" words. But to write perfectly, students must recognize word boundaries.

In every class I spend about five minutes just saying sentences and asking the class, "First listen, then repeat to yourself in a whisper and tell me how many words you said." It becomes a game. (I often joke, "Didn't you hear each of the 79 words in 'I have a cat'?") Some of my students hear only two words -- the important ones of course. When I get all the estimates of how many, then we do a check. I don't repeat, but I ask the class as a group to say each word and STOP so that we can count it.

STUDENTS	TEACHER
Example: "I"	1
"have"	2
"cat"	"No, what was the COMPLETE sentence? I have...."
Someone says "a"	"Yes, that's 3...then?"
"cat"	"OK, 4"

Each time you do this activity, make the sentence longer. This trains the oral/aural semantic memory in English. (Every one of my students could repeat to me with no hesitation a 20-word sentence in Spanish upon hearing it once. Could you repeat a 20-word sentence in Cambodian after one hearing? Wouldn't you need to learn which sound makes a WORD first?) Just for fun, one time, say a LONG sentence and tell them, we're going to count the words. They listen intently. Then pretend that you forgot to do the next step, and go on to something unrelated for a minute or two. Suddenly say, "Oh, I forgot to ask you how many words were in that sentence." The students whose aural/oral memory is improving in English will be able to go back, with no new repetition, and repeat the whole sentence and count the words out. It's fun and challenging for the highest levels.

V. COPYING SINGLE WORDS FROM THE BOARD

You might be asking, "But where's the writing in these oral repetition activities?" However, I am following a sequence that moves from understanding, speaking, and reading to writing. (But all in the same hour; not over a period of months, please.)

For basic level students, write on the board:

1) blue
2) black
3) brown

or

1) president
2) vice president
3) senator
4) representative

a. Ask students to orally repeat the words, not write them. Ask students to explain the meaning to you via translation, or by pointing to a government chart, or by pointing to the color somewhere else in the room.

b. Hold up a square of black paper. Students say, "black." Ask them which word it is: 1, 2, or 3. They say, "black is 2." Do this a little more. For words in column 2, use photos of Bush and Quayle (if you can stand it). In this activity they are reading isolated words with comprehension.

c. Hold up the black square and ask them for the number of the word on the blackboard. They are choosing the written symbol for this color. The skill required is more abstract because they have to remember which of the three similar words is "black."

d. Ask the students to copy number 1 word only. Remember, there are students in each class who cannot sign their names. Give enough time for the low level students to write the word at least two times. Be sure to have the blue paper in sight so there is an immediate concrete referent.

e. As the slow students write the word "blue" two times, walk around the room and say to the higher level students, "You need to practice 'blue'

100 times," or, "OK, 'blue' is fine. Now write me all the other colors you can in English." Three students' papers may look like:

1.	blue blue blue blue blue blue	2.	blue blue blue blue oranch yello red black purple	3.	blue blue blue

The three students at different levels have practiced according to their individual needs.

VI. SIMULTANEOUS WRITTEN AND ORAL SKILLS

I tell students that at the same time they are writing something in English, I want to hear them (and they need to hear themselves) saying the words aloud. I require students to at least murmur, and I prefer loud voices while they are writing. I have a joke that says, "You can't write silently in my classroom."

The low level student has finally written "blue" once and has looked at it and said "blue," (not spelled b-l-u-e, but spoken the complete word. Correct pronunciation is **not** an issue at this point; it will improve.) As he speaks, he is READING his own writing. The higher level student has said slowly many times, "blue" at the same time as he is quickly writing the word many times.

I often go back to sound-letter correspondence, and for fun ask students to write "1,000 times!!" the letter "b" as they are pronouncing (1,000 times!!) the phoneme /b/. Low level students have a chance to practice holding pencils, forming letters, and practicing phonics, while high level students either have a contest to see who can fill a column of "b's" most quickly, or I have asked them to write as many words that start with "b" as they can.

Yes, many students who come to citizenship classes have difficulty forming the letter "b". Do we say to them we're sorry that they can't become citizens? No, we take them from where they are, and we give them a chance to begin learning and a realistic hope that if they stick with it, they can learn enough English writing to pass the dictation test.

VII. "JUST SAY YES" TO DICTATION

For low-level students, the hardest transition is from "Copy this sentence" to "Listen and write a sentence." In the FIRST week of class, students must begin to practice a sequence that begins when I ask "Can you write in English?" They answer "YES" and begin the following sequence:

1) Put down your pencil.
2) Listen for the dictation.
3) Ask for a repetition ("Excuse me, please repeat that." "Thank you.")
4) *Smile confidently.*
5) Orally repeat the sentence for yourself.
6) Count the words mentally.
7) *Smile confidently.*
8) Pick up your pencil.
9) *Smile confidently.*
10) TRY
11) Don't hesitate, just keep writing something.
12) *Smile confidently.*
13) Don't put down your pencil until you finish with the (.) period.
14) *Smile confidently and say "OK!".*

This kind of practice must happen in every class. Otherwise the copying will become a crutch, one that does not just transform magically into writing from dictation.

Begin with a short sentence: "I have a car" or "I live in a house." Be sure your students who lack confidence at least say, "OK, I can try." Walk around the room and highly praise anyone who writes ANYTHING, even if it's only "AY" instead of "I have a car." Then encourage students to keep going, don't stop, try another word. Whisper to a high-level student "Why don't you try "I have a red sports car with whitewall tires" and be sure to get back to correct the spelling after she tries. I only emphasize spelling because that is the aspect of dictation that INS appears to value.

After the slowest student has tried, then get a student who has a correct rendition to put it on the board. Ask everyone to practice SAYING and writing two or three times, and ask some students to insert the color of their cars if the basic sentence is too easy for them. Also, let the highest student check his spelling with you and write the longer sentence on the board. If dictations with no help are practiced in each session, the dictation at the INS exam will not come as a surprise.

VIII. PROGRESSING FROM SHORT TO LONG SENTENCES

During the ten-week class session, I generally work with shorter sentences first and longer sentences towards the end of the ten weeks. But because the student levels are so varied, I need to give some students practice with long sentences from the beginning. Other students, however, are just beginning to have success with four-word sentences by the end of the session.

In every class session, I try to give one exercise of this type:

1) Say "Just try to write this sentence: Bush is President."
2) Give time to write.
3) One student writes on board, "Bush is President."
4) Say "Now try: George Bush is President."
5) Give time. Low-level students can't write "George" but they practice "President" again. High-level students attempt "George".
6) One student writes on board, "George Bush is President."
7) Now try "George Bush is the President."
8) Give time. Low level students are really copying, but high-level are just adding and practicing from memory.
9) Now try "George Bush is the President of the U.S." follow the formula through. "George Bush is the President of the United States" and "George Bush is the President of the United States of America."

In this build-up sequence, there is an element of copying, but also of trying something new without copying in each step. The basic student has written "President" six times (and may not be getting the rest). The high-level student has written six sentences and is probably not bored.

IX. PUNCTUATION FOR FUN

I do not stress punctuation, except to comically exaggerate my capital letters for the first word of a sentence and my (really huge) period at the end of a sentence. I also exaggerate capital "U.S." for the United States. I have never heard of a case of an applicant at INS being told his or her punctuation caused a failure in the dictation.

Of course, capitals and periods help students who are learning to read recognize sentence boundaries. However, I emphasize capitals and periods as a way to lower anxiety so that a student can begin that threatening activity of writing a sentence in English and so that there's a physical - and again humorous - ending to it.

We use the caps and periods to bring up other aspects of the use of literacy by "educated people." Interesting discussions about what is correct in English and in Spanish have been sparked by this "fun punctuation." A student named Roberto recently told me, "Gee, I'm really getting too big for my britches. When I came to this class, I told you I couldn't write in English or Spanish. Now I still can't write, but I'm giving my opinions just like a university professor about what I think is right and wrong in writing and right and wrong in other things too."

Why not? He's thinking about this stuff called "literacy" and "education" and "getting ahead." He's not sure that all of "the American Dream" is for him, but he knows he wants his naturalization certificate for his family's future here. In another ten weeks, he'll be ready to pass the Natz test.

VISUAL AIDS: ISLANDS IN A SEA OF PRINT

by Judy Kaul

Teachers of ESL for citizenship have a demanding job: We have to teach sophisticated U.S. civics and history concepts in a second language (English) in a short time (usually 48-60 hours) to tired adults who have labored all day, who probably have low-level literacy skills in their native language, and who have been out of a formal school setting for many years. What methods can we introduce to lighten their learning load and streamline our teaching? To the other suggestions in this guide I would like to add the use of visual aids. Visuals can lay the foundation for language practice for adults at all levels of literacy because they can transmit complex concepts at a glance, without the mediation of language. Visuals can help us with the most exciting yet difficult task before us: integrating ESL and civic/history content.

I believe adult educators too often overlook the importance of pictures and graphics in teaching, and I hope in this article to inspire my colleagues to re-evaluate the place of visuals in their citizenship curriculum. Not only do they enhance learning at many different levels, but they are readily available and easy to reproduce. Visual teaching aids can help prepare adult immigrants to pass the INS naturalization exam and, equally importantly, to participate as citizens of the United States.

Pedagogical Advantages of Using Visual Aids

Humans learn by using sight, sound, taste, smell, tactile and kinesthetic senses. Americans associate what they know about Thanksgiving with the smell and taste of stuffing. We learn that the Star Spangled Banner is the national anthem as we sing the melody and the say the words. If an audience of college students can absorb unillustrated lectures on U.S. history and government, it is because they already have many sensations to which they associate the facts and interpretations.

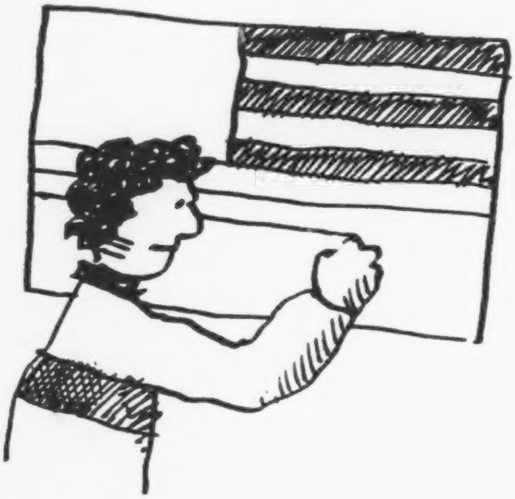
Lacking the kind of sensual experience surrounding our national myths and traditions, immigrants can at least benefit from visual stimulation and associations. Once they recognize certain protraits, symbols and classic scenes, they will notice them over and over in the environment: George Washington on the dollar bill, the ubiquitous Statue of Liberty, the Liberty Bell in ads for Fourth of July sales, etc. Visuals offer an anchor for civics and history concepts.

Moreover, students can relax and enjoy visuals. For a semi-literate student in a class innundated with written words in an unfamiliar language, visuals are an oasis, a restful space among the worries of not being able to understand.

1. VISUALS CAN HELP IN THE ACQUISITION OF ENGLISH VOCABULARY AND LANGUAGE STRUCTURES.

Virtually all students who attend classes for citizenship are struggling with the English language as some level. Visual aids offer a foundation for language practice for students at all levels.

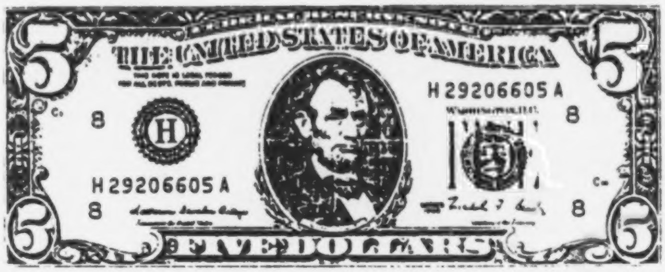
The American flag is familiar to the students and they know it is an important symbol in this country. With its fifty stars, thirteen stripes, and three colors, it is an obvious example of a visual aid for teaching ESL vocabulary and syntax. Real flags, or pictures of flags, can be brought to class and handled by students as they learn new words, U.S. history, and English sentence structure. For example, basic students can learn numbers by pointing to and counting the stars and stripes. Only the visual representation (or physical presence) of the flag makes possible this kind of Total Physical Response (TPR) activity. A focus on history might result in students writing the names of each of the original 13 colonies on a stripe of the pictured flag. They can also ask each other WH-questions about the flag: How many stars does the flag have? How many stripes are there? What do the stars represent?



For my citizenship students, I have prepared a handout for each of the topical groups among 100 questions (e.g., the flag, the constitution). Each handout contains the relevant questions for that group in English and Spanish and an illustration or two. The handouts are attractive study guides for use in class and for students to review after the course has ended. A handout from instructor Dan Weber reproduces the New Mexico flag beside questions about State government office holders, the American flag beside questions about Federal office holders, and a hot air balloon beside Albuquerque city government office holders. Of course, all of this content can be taught without reference to visual cues, but in my opinion it would not be as effective nor as pleasurable.

Other visual props that are of high interest to students because they are ubiquitous in their daily activities are U.S. currency, driver's licenses, ID's and application forms. Dollar bills, coins, or application forms can be taken out and passed around, pointed to, described, and manipulated in many ways as students practice English. Students get the meaning of what is being said by watching the actions and looking at the items themselves.

What is taught will depend on the objectives of the class and the level of the students. Some possible examples are: "Pass me your _________, please," "Put your _________away." "Point to the upper left hand corner," "Check the box", "Fill in your address", "Whose picture is on the $1 Bill?" and so on. Students can look at a **one** dollar bill for a picture of George Washington, our **first** President. As they study the face of Abraham Lincoln on the face of the $5 bill, another everyday prop for U.S. history, they can practice the following questions taken from the 100 study questions for the INS naturalization exam: Which President freed the slaves? Who was President during the Civil War? What did the Emancipation Proclamation do?

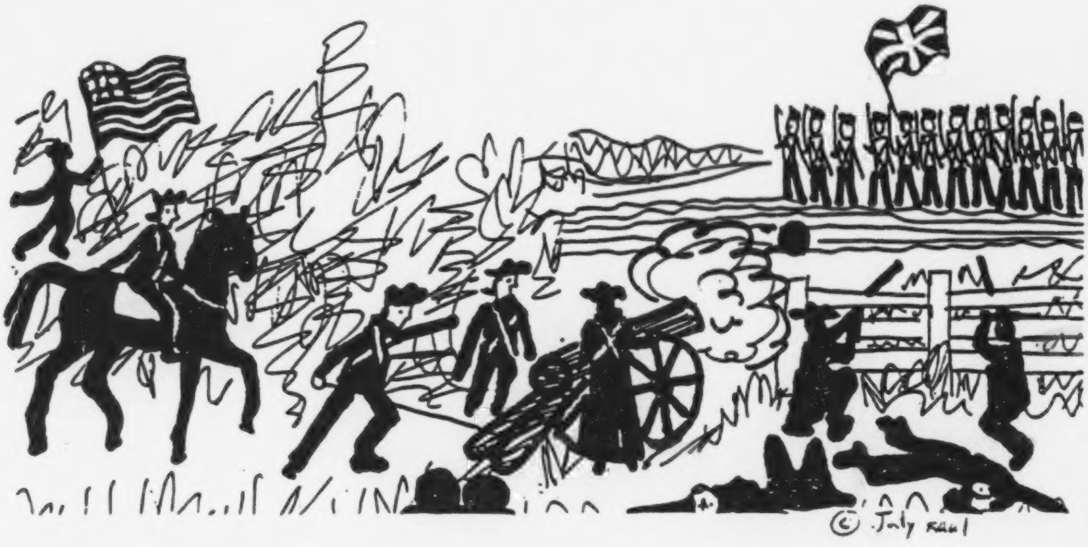


When the teacher introduces such topics as police, taxes, voting, hospitals, courts, driving, work, schools, and so on, realistic illustrations help the teacher convey the meaning to the ESL student. The visuals help hold the students's attention and facilitate comprehension so the student can concentrate on vocabulary, syntax, or pronunciation.

2. ILLUSTRATIONS CAN BE USED TO HELP TEACH ADULTS LITERACY.

Many citizenship students are semi-literate in their own language as well as English. An immigrant who has grown to adulthood without learning to read and write is an intelligent, perceptive, and direct person, but sometimes one who is impatient with abstractions not explicitly attached to meaningful, practical application.

This person may be more receptive to realistic visual illustrations than to long verbal explanations on the same topic. Relevant pictures illustrating the Thanksgiving feast, the Revolutionary War, slavery, pioneers, the Mexican War, Civil Rights demonstrations, and astronauts, for example, will greatly enhance meaning for all students.

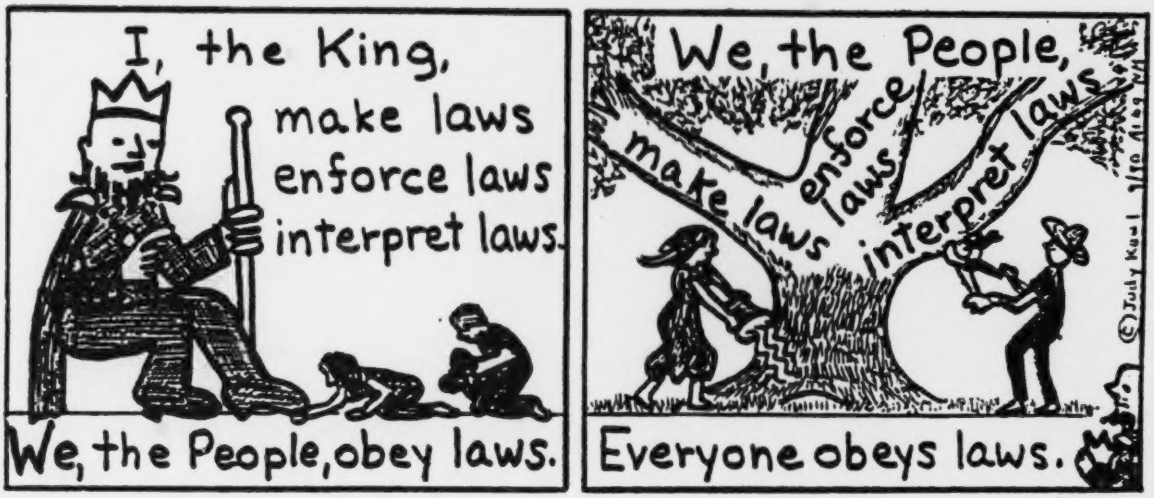


These students will be comfortable following a progression that starts with a concrete, visual representation, moves to the spoken language or languages, and finally is presented in their least familiar medium, the written word.

Finally, both graphic illustrations and words are graphic representations of something else, "the real thing" or an idea. The student's understanding that a picture can represent or symbolize something the way a word represents or symbolize something may help in literacy preparation.

3. VISUALS CAN HELP CONVEY CONCEPTS.

This cartoon sequence graphically depicts the concept of the separation of powers, one of the basic foundations of the system of government in this nation.

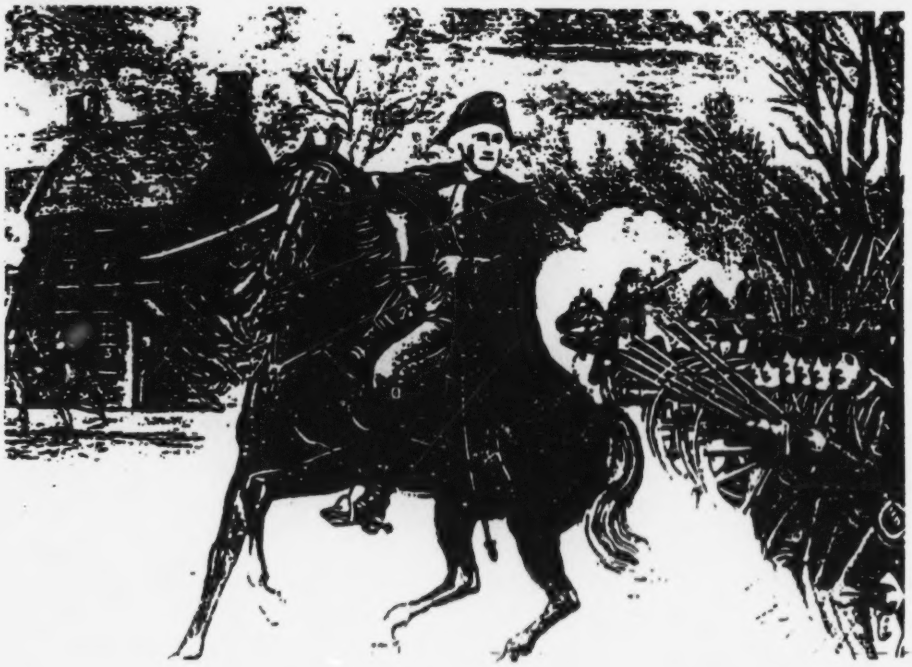

I, the King,
make laws
enforce laws
interpret laws.
We, the People, obey laws.
We, the People,
make laws
enforce laws
interpret laws
Everyone obeys laws.
© Judy Kuel

The tree isn't a real tree but a symbol of government. The king isn't really supposed to represent a giant; he is depicted as large to illustrate the concept of power. The cartoon invites discussion of sub-concepts such as oppression and citizen participation.

This visual aid can help students to grasp the critical concept of the division of powers. Without visual help, they are condemned to memorizing a plethora of citizenship test facts without the conceptual foundation. Most importantly, they miss out on the essence of how our democracy works.

4. HISTORICAL ILLUSTRATIONS REINFORCE FACTS.

Adult students will bring with them a sense of historical progression and chronology and some knowledge about the historical past. This knowledge may be very fragmented and impressionistic, but it is there to be used to "glue" historical facts together. For example, the U.S. Constitution was written in 1787 and ratified in 1789, only two years later. These facts might be requested on the INS civics/history test. At the time the Constitution was written and ratified, George Washington is depicted riding a horse. His mode of transportation is a reminder that there were no cars, telephones, xerox machines or jet airplanes. Two years was a remarkably fast time under those conditions to ratify a constitution. The historical milieu, graphically depicted, helps reinforce the facts.

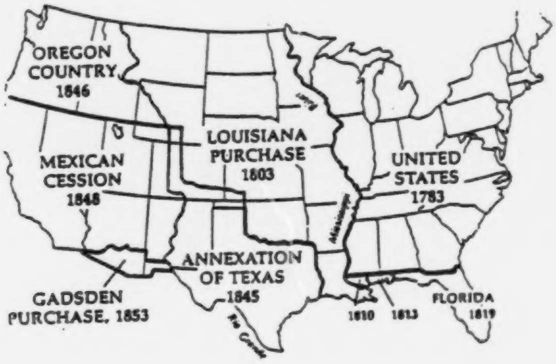


The Civil War was closer in time to the world we know. In fact, the technology of that period made the war the bloodiest in U.S. history up to that time. It helps the students place the Civil War historically to show them photographs that were taken in that period. The can see the technologies, such as photography, that were developing at that time.

5. MAPS ENHANCE GEOGRAPHICAL COMPREHENSION

Adults usually have a well-developed spatial and directional sense which the use of maps can build upon. Maps can help students broaden their personal parameters and the visual framework helps them to remember the verbal facts.

Geographical representation of the East to West migration of the Europeans to the Americas and the westward migration of the pioneers is the kind of geographical information that will reinforce the facts for the naturalization test.


OREGON COUNTRY 1846
MEXICAN CESSION 1848
LOUISIANA PURCHASE 1803
UNITED STATES 1783
ANNEXATION OF TEXAS 1845
GADSDEN PURCHASE, 1853
Mississippi
Rio Grande
1810
1813
FLORIDA 1819

Relating these migrations to migration patterns of the students themselves will add a personal, social, historical and geographical dimension which may have high motivational impact on students and give them an important intellectual tool.

6. USE VISUALS TO PROMOTE EQUALITY IN CLASS INTERACTION

In all kinds of classes, not only citizenship, there is a tendency for teachers and students to see themselves in a kind of hierarchy. At the top are those who know the most and at the bottom are those who know the least about the subject at hand. Visuals can be used in classroom interactions to subvert this hierarchy.

When the teacher asks the class, "What do you see in this picture?", factual information is set aside for a moment and observations and perceptions take the lead. At this moment students "at the bottom" are on equal footing with those "at the top", the ice is broken, students don't feel threatened, and democratic discussion may ensue.

Paulo Freire, the Brazilian educator, advocates the use of visual "codes" to stimulate dialogue, or discussion among equals, of an issue that affects all students in the class and generates vocabulary for learning to read and write. For example, I have used a visual of a policeman stopping an automobile which has generated dialogue about the rights of permanent residents, the rights of citizens the United States, abuses of power by the border patrol, and the fourth amendment to the U.S. Constitution (protection from illegal search and seizure). For excellent examples of how to generate dialogue using visual codes, see Language and Culture in Conflict by Nina Wallerstein (Addison-Wesley, 1983).

7. VISUALS REVEAL AND REINFORCE COURSE STRUCTURE.

Teachers can use visuals to introduce new topics and review previous ones in a way that reveals the structure of the course to the students. For example, there could be a "theme" visual for each unit, such as a map of the 13 colonies for a unit on early U.S. settlement, a portrait of Thomas Jefferson for the unit on independence, and George Washington for the Revolutionary War. The "theme" visual for the Constitution could be a tree with three branches. A graphic used in this way can also act as a conceptual core around which students can chunk many bits of information.

Thus, visuals can be used as cues: when the teacher pulls out a new visual, the students expect a new topic to be introduced. Used in this way, the visuals are landmarks which help orient the students to the structure of the course. When the content of the course is reviewed, the visuals can be pulled out again, and the teacher or students can relate in words what they represent.

Procurement and Production of Visual Aids for Teaching Citizenship

1. Use graphics that are in the public domain to avoid copyright infringement.

The U.S. government has published a tremendous number of graphics for citizenship. They include everything from pictures of public buildings in Washington, D.C. and people exercising their right to vote to historical illustrations. Unless a government publication specifies otherwise, the materials are in the public domain and may be copied.

Public domain pictures may be xeroxed, traced, altered, cut out, enlarged, reduced and in any way reproduced and distributed to students. You are also safe in using historical illustrations for which copyright restrictions have expired. The laws governing when a copyright expires are complex, but certainly anything published in the 1700's, 1800's or early 1900's is now in the public domain.

Finally, you are also protected by the fact that you are using graphics in an educational setting and not reproducing them for profit.

2. Ask public officials for photographs.

Have your students write to any elected official asking for photographs. Not only is this an excellent literacy activity, but it has a concrete reward: officials love sending pictures of themselves to constituents and they'll probably also send you calendars with beautiful color photographs of Washington, D.C. or your state's capitol.

3. Use posters.

Posters of "Americana" are abundantly available in bookstores, libraries, and as cast-offs from public schools and libraries. Teachers buy such posters for use in elementary schools all the time. The best kind of poster for citizenship class is a realistic illustration.

4. Use illustrations in books.

Use U.S. history and government books. If you don't have enough copies for everyone, pass around a book that is opened to the page you want the students to see.

5. Enlarge illustrations for use in front of your class.

There are many ways to enlarge an illustration besides drawing it with an artistic eye.

a. Use the photocopier and 11" X 17" ("foolscap") paper. If this size is too small for the whole class to see it at one time, pass it around or make several copies so students can look at them at close range and pass them back to you.

b. Use a grid to draw an illustration to a larger scale. To do this, draw a small grid on a piece of transparent plastic and lay it over the illustration you want to enlarge. Draw a similar grid large on a piece of poster paper. Draw the enlarged picture onto the posterboard one square at a time. When you finish the drawing, erase the grid.

c. Project an image and draw it. For example, project a picture from a book using an opaque projector or a slide using a slide projector. Adjust the size. Tape a large piece of posterboard or paper on the wall. Draw the picture using the projected image.

d. Use chalkboards, white boards, flannel boards, overhead projectors, slide projectors and video.

By analyzing the different pedagogical advantages of visuals, I have attempted to foreground the benefits of this technique that we all know about and use to some extent, but often overlook. Although most teachers use visuals in some of the ways I've described, I hope that this article will encourage more conscious use and experimentation with graphics, illustrations, and visual aids.

NATURALIZATION: THE APPLICATION (Form N-400)

By Jane Kochman

Form N-400, the application for naturalization, is four pages long and intimidating. In fact, many permanent residents cite the "scary paperwork" as a reason for putting off applying for citizenship. However, your students need not consult a lawyer to complete this step; you can help students fill out the form, especially if you and they know the rationale behind some of the questions. It is, as with all other immigration forms, not just a questionnaire. The reasons behind the obvious for each question are related to issues of immigration law.

Naturalization is one of three ways to obtain U.S. citizenship. The others are 1) being born in the United States, and 2) being born abroad to at least one U.S. citizen parent. Each question on the N-400 is designed to reveal whether or not the applicant meets the following general requirements for naturalization:

1. Residency.
2. Good moral character.
3. Attachment to U.S. principles.
4. Ability to read, write, speak and unsderstand basic English.
5. Basic knowledge of U.S. government structure, the Constitution, and U.S. history.
6. Be at least 18 years old.

When filling out the form, remember that the applicant has probably filled out other forms and submitted them to INS. Refer to them if possible so that no obvious

contradictions in dates or places are written on the N-400. Remind the applicant that the INS examiner places a high premium on truthfulness. He/she will ask the applicant to swear that all the information on the form and all the information given during the initial interview is the complete truth. If there are inconsistencies on the form, the applicant will be asked to explain them. It is important to report the truth as the applicant remembers it. If untruths are discovered, the applicant could be denied for lack of "good moral character".

If, while working on the forms, it appears that a student may be ineligible to naturalize because of a criminal record or "lack of good moral character," be sure to check with an immigration caseworker or a lawyer. Depending on the circumstances, there are **WAIVERS**, or forms that allow an applicant to get around some of the requirements to naturalize.

Although teachers can help most students successfully complete the N-400, some students may have complicated immigration histories or other legal problems. In these cases, you must consult an immigration expert, either an immigration lawyer, or an immigration caseworker at a non-profit agency such as Catholic Social Services of Albuquerque, Inc. Remember that without proper advice, your student may hurt his chances to even remain in this country.

The following numbered items refer to the questions on the N-400:

1. YOUR NAME (EXACTLY AS IT APPEARS ON YOUR ALIEN REGISTRATION RECEIPT CARD)

An Alien Registration Receipt Card is also know as a "green card," a "mica," or a "resident card." Copy the name exactly as it appears on the plastic card that INS issued to the applicant, even if there are misspellings or if the applicant no longer uses that name. There are opportunities to correct the name or make changes at the INS interview.

Students should refer to their cards often; much of the information requested on this form is found on the "mica." Be forewarned that it might not always be easy to find this information because the cards are not all the same. They vary, depending on when and how they were issued and what format INS was using at the time.

2. YOUR ALIEN REGISTRATION NUMBER

This number is found on the resident card. It begins with A, followed by eight digits. (If an extra "0" begins the series, include all nine digits.) It is an INS identification number given to the immigrant when he/she got permanent residence (or temporary residence in the case of Amnesty applicants).

If the applicant had prior contact with INS before receiving a resident card, such as in a deportation proceeding, INS might have assigned the applicant a different number. If the applicant has more than one number, use the one on the resident card.

3. YOUR SOCIAL SECURITY NUMBER

If none, say so. Most applicants will have a number. Your students may ask whether or not Social Security benefits will be paid if they move out of the U.S. The answer is "Yes" if the recipient is a citizen; "No" if he/she remains a permanent resident.

4. YOUR NAME (FULL TRUE AND CORRECT NAME, IF DIFFERENT FROM ABOVE)

If the applicant uses the name as given in question 1, write "same." If the applicant uses a different name, for whatever reason, write it here. Any change, such as a change because of marriage, will need to be explained in the INS oral interview.

5. ANY OTHER NAMES YOU HAVE USED (INCLUDING MAIDEN)

If a woman's maiden name is not given in either question 1 or 4, list it here. Any aliases should also be given, as well as nicknames, and any names used as a result of prior marriages.

6. YOU MAY, BY LAW, CHANGE YOUR NAME AT THE TIME YOU ARE NATURALIZED. IF YOU WISH TO DO SO, PLEASE PRINT OR TYPE THAT NAME BELOW, OR THE NAME YOU WANT YOUR NATURALIZATION CERIFICATE UNDER.

This is the applicant's opportunity to change or correct his or her name.

7. YOUR DATE OF BIRTH (MONTH/DAY/YEAR)

A straightforward question, but check against a birth certificate, if available, or the alien resident card. Remember, the applicant must be at least 18 years old to apply for naturalization.

8. YOUR SEX

A straightforward question.

9. YOUR PLACE OF BIRTH (CITY OR TOWN)

Use whatever the applicant uses to describe the place of birth; it may be a ranch near a small town; describe as clearly as possible.

(COUNTY, PROVINCE OR STATE) (COUNTRY)

Again, as the applicant states. In Mexico, the equivalent of a state is an "estado"; in Guatemala, "departamento." Don't look for an exact equivalent of the USA system.

10. WAS YOUR FATHER OR MOTHER EVER A UNITED STATES CITIZEN?

If the answer is "yes", be sure to check the possibility of Acquired Citizenship: the law is complicated, but you can check if all the requirements are satisfied to see if the applicant may already be a citizen. To be sure, also check dates and places of birth of grandparents.

11. CAN YOU READ AND WRITE ENGLISH?

The answer must be yes.

12. CAN YOU SPEAK ENGLISH?

The answer must be YES.

13. CAN YOU SIGN YOUR NAME IN ENGLISH?

The answer to all three above MUST BE "yes." If the applicant is unsure of his/her abilities, don't bring the examiner's attention to that doubt. INS will not even give the applicant an appointment if these questions are answered in the negative!

Also, the exam, by law, must be given in English unless the applicant fits the 50/20 rule: 50 years old and at least 20 years a permanent resident. Or, the applicant may fit the new (Immigration Act of 1990) 55/15 rule: 55 years old and at least 15 years of permanent residence. If the applicant fits either rule, the exam will be given in the applicant's language of choice. A WAIVER is available if the applicant is physically unable to read (e.g., blind) or write; however, a mental disability does not qualify the applicant for a waiver of the English requirement.

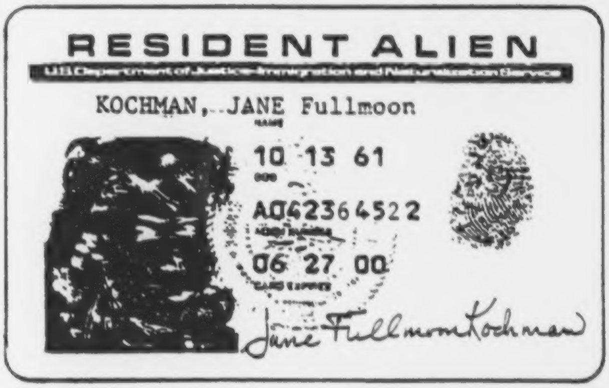
14. DATE YOU WERE ADMITTED FOR PERMANENT RESIDENCY (MONTH/DAY/YEAR)

This is the issue date on the back of the Alien Resident card. The date appears above the abbreviation "Adm./Adj." To be eligible to apply for naturalization, the general rule is that the applicant must have been a permanent resident for **five** years.

There is an exception: only **three** years is required if 1) permanent residency was obtained because a U.S. citizen spouse petitioned for the visa; 2) the applicant is still married and living with the spouse and has been living with him/her for the full three years, up to the time the Naturalization Certificate is issued. To be sure that they meet the time requirement, ask them how they originally obtained their status as permanent residents. You might cross-check by looking at the information coded on their resident cards, e.g., IR means immediate relative (spouse, child, or parent of a U.S. citizen), and verifying with the student that they gained residency through their spouse.

15. PLACE YOU WERE ADMITTED FOR PERMANENT RESIDENCY (CITY AND STATE)

This is the city where the permanent resident card was issued. It is found in code on the permanent resident card, e.g., EL P = El Paso; SY = San Ysidro.



RESIDENT ALIEN

U.S. Department of Justice-Immigration and Naturalization Service

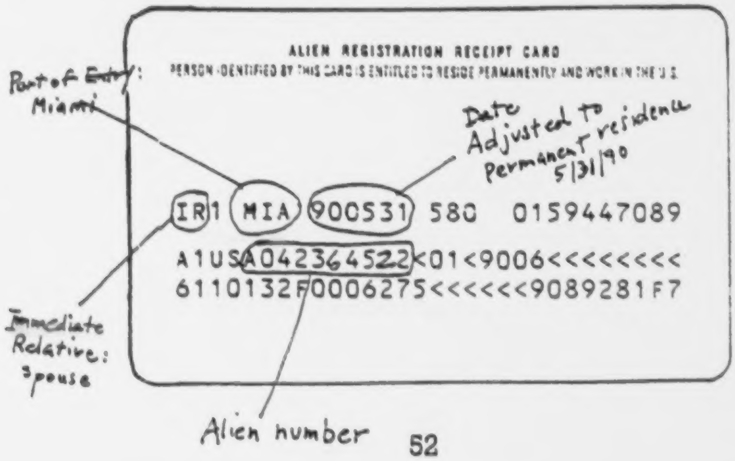
KOCHMAN, JANE Fullmoon

10 13 61

A042364522

06 27 00

Jane Fullmoon Kochman



ALIEN REGISTRATION RECEIPT CARD

PERSON IDENTIFIED BY THIS CARD IS ENTITLED TO RESIDE PERMANENTLY AND WORK IN THE U.S.

IR1 MIA 900531 580 0159447089

A1USA042364522<01<9006<<<<<<<<

6110132F0006275<<<<<<9089281F7

Port of ~~Entry~~: Miami

Date Adjusted to Permanent residence 5/31/90

Immediate Relative: spouse

Alien number

16. **DATE YOUR CONTINUOUS RESIDENCY BEGAN IN THE U.S. (MONTH/DATE/YEAR)**

Be careful with this date. Sometimes it is the exact date as in number 13 above, if the applicant is actually was issued a visa abroad before entering as a permanent resident. This is not usually the case with Mexicans because of the ease of crossing the border and residing in the U.S. while awaiting a visa. Even though the prior residency was "illegal," put down the date the applicant feels he/she/ came t the U.S. to stay. Be truthful and consistent! INS has an application for permanent residency on file that contains this information; no one will be punished for an illegal prior entry.

17. **HOW LONG HAVE YOU CONTINUOUSLY RESIDED IN THE STATE WHERE YOU NOW LIVE (NUMBER OF MONTHS)?**

In order to apply, applicants must have resided in New Mexico (or in the INS district) for at least **three months**, according to the Immigration Act of 1990. Otherwise, the court will not have jurisdiction over them. If a question arises, proof of residency could be filing state taxes or maintaining a job or residence.

18. **DO YOU INTEND TO RESIDE PERMANENTLY IN THE UNITED STATES?**

The answer should be "yes", as residence in the U.S. is one of the requirements for naturalization.

19. **HAVE YOU SERVED IN THE UNITED STATES ARMED FORCES?**

If yes, continue with number 18; if no, leave the rest blank. Remember that all men between 18 and 26 must register for selective service (see number 50). If the applicant has served in armed conflict - including Grenada and Panama - naturalization is practically automatic; also, spouses of deceased veterans are automatically in! There are special rules for the military and their spouses; residence requirements are different, so check the INS rules.

20. **AT WHAT ADDRESSES IN THE UNITED STATES HAVE YOU LIVED DURING THE LAST FIVE YEARS? LIST PRESENT ADDRESS FIRST.**

Just follow the instructions. Help the applicant remember by asking for current address first, when he/she moved there, where he/she lived before, etc. Answer as accurately as possible, but if exact dates and addresses are unknown, write just the street, or the city, or the state, and the years. Jog memories by asking where they were living when a child was born, of if they moved in the snow or the heat, or before or after the Christmas holidays, etc. Be sure these addresses do not conflict with other information, i.e., if the applicant's answer to number 17 says "15 months in New Mexico," but number 20 includes an address in Texas during the same time, one of the answers is incorrect, and INS will surely notice this. Unless there are discrepancies, this question isn't reviewed in the naturalization interview. To avoid problems here, make sure this section is carefully and completely filled out.

21. WHAT EMPLOYMENT HAVE YOU HELD DURING THE LAST FIVE YEARS? LIST PRESENT OR MOST RECENT EMPLOYMENT FIRST (IF NONE, WRITE "NONE").

Similar to number 20. The applicant may not remember exact dates and addresses. It's all right to write "approximately June 1985 to June 1986," if that's all the applicant can remember. Also, there is no requirement for the applicant to have worked 100% of the last five years.

22. WHAT IS YOUR PRESENT MARITAL STATUS?

Check the appropriate box. "Separated" is not one of the listed categories; the answer is "Married" so long as no divorce has officially ended the marriage.

23. COMPLETE THE FOLLOWING REGARDING YOUR HUSBAND OR WIFE IF YOU ARE CURRENTLY MARRIED.

Fill in the boxes as accurately as possible; if the information is approximate, write "approximate"; if unknown, write "unknown"; if inapplicable, write "N/A". Even if spouses have been separated for 10 years, if there has been no divorce, they are currently married and the information must be reported. some of the boxes may be inapplicable, e.g., if the spouse is a U.S. citizen, "Place he or she entered the U.S." has no meaning and "N/A" is the correct response. Present immigration status may be: undocumented, temporary resident, permanent resident, permanent resident, U.S. citizen, none (if a citizen of another country and living abroad), or a visa type, e.g., J1 student.

24. COMPLETE THE FOLLOWING IF YOU WERE PREVIOUSLY MARRIED. TOTAL NUMBER OF TIMES YOU HAVE BEEN MARRIED____.

Here, INS is checking for fraud. Answer honestly and completely. If a previous spouse is a U.S. citizen, and the applicant got permanent residency through a spousal petition and then divorced, the examiner will ask some questions about this marriage. Just be truthful; most marriages in the U.S. end in divorce; there is nothing unusual in divorce. The questions won't be pleasant, but a divorce alone is not enough for the examiner to conclude that the marriage was entered into for immigration purposes, and therefore "fraudulent."

The INS is also checking for bigamy. Be sure that each marriage ended before the next one began. If this is not the case, an applicant may need to get divorced and "remarried" before applying for naturalization. How marriage ended may be "divorce", "death", or "annulment." INS may require that the applicant bring marriage and divorce or death certificates to the interview. The applicant should bring originals and copies.

25. COMPLETE THE FOLLOWING IF YOUR PRESENT HUSBAND OR WIFE WAS PREVIOUSLY MARRIED. TOTAL NUMBER OF TIMES YOUR HUSBAND OR WIFE HAS BEEN MARRIED.

This is a nightmare question for some applicants. They might not know or even want to find out. Again, INS is looking for fraud or bigamy. If a previous spouse became a permanent resident through a spousal petition by a U.S. citizen and then divorced, the examiner will check the facts closely. Answer as completely and honestly as possible and prepare the applicant to answer unpleasant questions during the interview. Exact dates and places may be "unknown."

26. COMPLETE ALL COLUMNS FOR EACH OF YOUR CHILDREN. (IF CHILD LIVES WITH YOU, STATE "WITH ME" IN LOCATION COLUMN; OTHERWISE, GIVE THE CITY AND STATE OF THAT CHILD'S RESIDENCE).

Follow the instructions. Include all the applicant's children, whether or not the applicant was married at the time of birth and no matter how old they are. Include stepchildren and adopted children also, with an explanation, e.g., "step" after the name. This is especially important in case of a future immigration petition for any family member. If they are not listed here, it is easy for INS to claim the relationship is invented at a later date. "Given name" is first name; date of entry, port of entry (the U.S. city where the child entered, i.e., where the plane landed) and Alien Registration number are "N/A" if the child was born in the U.S.

27. COMPLETE THE FOLLOWING WITH REGARD TO EACH ABSENCE YOU HAVE HAD FROM THE UNITED STATES FOR A PERIOD OF SIX MONTHS OR LESS SINCE YOU ENTERED FOR PERMANENT RESIDENCE. (IF NONE, WRITE "NONE".)

INS is checking whether or not the applicant is showing intent to be a permanent resident. If there are too many absences or the absences are for too long a time, INS sees possible fraud, that is, the attempt to benefit from having a permanent resident card without actually making a home in the U.S.

The law says that a permanent resident must have resided in the U.S. during the five (or three) years preceding application for naturalization. This question asks for all "short" absences since the time a resident card was issued, and the number of absences will usually be more than three. In a border area such as New Mexico, there will probably be more than three, so attach an additional sheet if necessary. Try to remember and report accurately. Start with the most recent and work backwards. If the applicant regularly visits relatives in Mexico every year, the best way to describe the absences is to write across the boxes, "various visits of short duration to my family in Mexico."

28. COMPLETE THE FOLLOWING WITH REGARD TO EACH ABSENCE YOU HAVE HAD FROM THE UNITED STATES FOR A PERIOD OF SIX MONTHS OR MORE SINCE YOU ENTERED FOR PERMANENT RESIDENCE. (IF NONE, WRITE "NONE")

Although a permanent resident is statutorily allowed to be out of the U.S. for a year without losing his/her status, if an absence is six months or more, the INS examiner will ask questions and the applicant will need to bring in documents proving that he/she had no intent to abandon residence. The applicant should be prepared to show tax forms, house payment receipts, etc. and explain why he/she was out of the U.S. such a long time. If a permanent resident knows in advance that a six-month departure is going to be necessary (e.g., for a prolonged sickness in the family), it is best to apply for a Re-entry Permit before leaving.

29. THE LAW PROVIDES THAT YOU MAY NOT BE REGARDED AS QUALIFIED FOR NATURALIZATION IF YOU KNOWINGLY COMMITTED CERTAIN OFFENSES OR CRIMES, EVEN THOUGH YOU MAY NOT HAVE BEEN ARRESTED. HAVE YOU EVER, IN OR OUTSIDE THE UNITED STATES:

a. KNOWINGLY COMMITTED ANY CRIME FOR WHICH YOU HAVE NOT BEEN ARRESTED?

The answer is probably "No," unless there are some highly unusual facts that cause the applicant to think that he is guilty of a crime in his past for which he should have been arrested. No need to confess a missed stop light!

b. BEEN ARRESTED, CITED, CHARGES, INDICTED, CONVICTED, FINED OR IMPRISONED FOR BREAKING OR VIOLATING ANY LAW OR ORDINANCE, INCLUDING TRAFFIC REGULATIONS?

Here the answer is probably "Yes," although there may be some angels among us who have never even received a parking ticket. Answer truthfully. This is perfect opportunity for applicants to show INS how honest they are. If they knows they get maybe one or two traffic tickets each year, say so: "Approximately 10 parking tickets in the last 10 years." If they cannot remember, they should go or send (if out of state) for their police records. The dates and offenses will be listed. If applicants have been arrested and jailed for other than traffic violations, they should send for an FBI rap sheet. INS will have your police record, so best be prepared with the same information. Even if a charge was dismissed, bring a copy of the court transcript of proceedings to the interview to avoid any delay in processing an application. Of course, it would be best under these circumstances to consult an immigration expert.

Under "OUTCOME OF CASE, IF ANY," the answer could be "paid fine," "received warning," "charges dropped," etc.

The law says applicants must have "good moral character" during the last five years (or three) of their residence. Certain acts or crimes show lack of good moral character (see attached list). If applicants have had repeated arrests for Driving While Intoxicated (DWI) in the recent past, the INS investigator will ask questions about whether or not they are "habitual drunkards" and therefore not of good moral character. Applicants should be ready to explain how and why circumstances have changed to dispel this assumption. If applicants has been convicted of a serious crime in the past, they should consult with a lawyer before applying. In many cases, a WAIVER is available and applicants can become eligible to naturalize.

30. LIST YOUR PRESENT AND PAST MEMBERSHIP IN OR AFFILIATION WITH EVERY ORGANIZATION, ASSOCIATION, FUND, FOUNDATION, PARTY, CLUB, SOCIETY OR SIMILAR GROUP IN THE UNITED STATES OF IN ANY OTHER PLACE, AND YOUR FOREIGN MILITARY SERVICE (IF NONE, WRITE "NONE.)

List church membership, union membership, etc. Remember to include foreign military service if applicable.

31. ARE YOU NOW, OR HAVE YOU EVER, IN THE UNITED STATE OR IN ANY OTHER PLACE, BEEN A MEMBER OF, OR IN ANY OTHER WAY CONNECTED OR ASSOCIATED WITH THE COMMUNIST PARTY? (IF "YES", ATTACH FULL EXPLANATION)

See below.

32. **HAVE YOU EVER KNOWINGLY AIDED OR SUPPORTED THE COMMUNIST PARTY DIRECTLY, OR INDIRECTLY THROUGH ANOTHER ORGANIZATION, GROUP OR PERSON? (IF "YES" ATTACH FULL EXPLANATION)**

See below.

33. **DO YOU NOW OR HAVE YOU EVER ADVOCATED, TAUGHT, BELIEVED IN OR KNOWINGLY SUPPORTED OR FURTHERED THE INTERESTS OF COMMUNISM? (IF "YES" ATTACH FULL EXPLANATION)**

An acceptable explanation for all of the above is involuntary membership or being under age 16 at the time of membership. This goes to loyalty and allegiance to the U.S. The Communist Party is legal in the U.S., but only for U.S. citizens; others can be deported.

34. **DURING THE PERIOD MARCH 23, 1933 TO MAY 1, 1945, WERE YOU IN ANY WAY AFFILIATED WITH:**

    a. **THE NAZI GOVERNMENT OF GERMANY?**
    b. **ANY GOVERNMENT IN ANY AREA OCCUPIED BY [OR] ALLIED WITH THE NAZI GOVERNMENT OF GERMANY?**

See below.

35. **DURING THE PERIOD OF MARCH 23, 1933 TO MAY I, 1945, DID YOU EVER ORDER, INCITE, ASSIST, OR OTHERWISE PARTICIPATE IN THE PERSECUTION OF ANY PERSON BECAUSE OF RACE, RELIGION, NATIONAL ORIGIN, OR POLITICAL OPINION?**

These questions need not be asked if the person was not alive at that time, but be sure to mark them "No." There are no waivers for these particular crimes, and an admission means deportation.

36. **WERE YOU BORN WITH, OR HAVE YOU ACQUIRED IN SOME WAY, ANY TITLE OR ORDER OF NOBILITY IN ANY FOREIGN STATE?**

If the answer is "yes", the title will have to be renounced before becoming a citizen. The rationale is that all U.S. citizens are equal.

37. **HAVE YOU EVER BEEN DECLARED LEGALLY INCOMPETENT OR HAVE YOU EVER BEEN CONFINED AS A PATIENT IN A MENTAL INSTITUTION?**

An applicant must have the capacity to take the loyalty oath and formulate "intent." Having been institutionalized for mental problems within five years of any entry is reason for deportation; however, a WAIVER is available.

38. **ARE DEPORTATION PROCEEDINGS PENDING AGAINST YOU, OR HAVE YOU EVER BEEN DEPORTED OR ORDERED DEPORTED, OR HAVE YOU EVER APPLIED FOR SUSPENSION OF DEPORTATION?**

Be very careful here. If applicants are not sure or mention a possible "voluntary departure," this should be included on the application. They can write, "possible voluntary departure in June, 1986" and check "No". If applicants have doubts about past immigration proceedings, file a FOIA (Freedom of Information Act) with the INS and request applicants' records. Depending on the reason for the deportation, the date, and how long applicants stayed out of the country after being deported, a lawyer or immigration expert should be consulted.

39. **WHEN WAS YOUR LAST FEDERAL INCOME TAX RETURN FILED? (YEAR)**

The INS examiner always asks this question. The answer should be the date of the most recent tax year, i.e., 1989 (even though the actual filing date was some time in 1990). If applicants did not file for the preceding tax year, they should do so before filing the application, even if no money is owed, or else they should have an excusable reason, such as being a student and dependent on parents. Paying taxes show residency and intent to be a good citizen. The opposite is inferred if no taxes are filed. Besides, it is illegal!

40. **SINCE BECOMING A PERMANENT RESIDENT OF THE UNITED STATES, HAVE YOU FILED AN INCOME TAX RETURN AS A NONRESIDENT? (IF "YES", EXPLAIN FULLY).**

The answer should be "No." If it is "yes," it means the permanent resident used a special tax form and requested special benefits for being a non-resident.

41. **SINCE BECOMING A PERMANENT RESIDENT OF THE UNITED STATES, HAVE YOU FAILED TO FILE AN INCOME TAX RETURN BECAUSE YOU REGARDED YOURSELF AS A NONRESIDENT? (IF "YES", EXPLAIN FULLY).**

The answer should be "No." Again, INS is looking for intent to act as a permanent resident, not to defraud the government and get the benefits of permanent residency and still act as if he/she were not responsible for complying with the laws and duties of a permanent resident.

42. HAVE YOU EVER CLAIMED IN WRITING, OR IN ANY OTHER WAY, TO BE A UNITED STATE CITIZEN?

If the answer is "Yes," the applicant has at one time committed fraud in order to enter the U.S. This is grounds for deportation. Answer "No," unless the applicant actually took an oath, verbally or in writing, that he was a "United States citizen." This does not happen very often, but when it does, INS has a record of it. Be truthful and seek a WAIVER; do not lie on this application.

43. HAVE YOU EVER DESERTED FROM THE MILITARY, AIR OR NAVAL FORCES OF THE UNITED STATES?

Any problems here should be referred to an immigration lawyer.

44. HAVE YOU EVER LEFT THE UNITED STATES TO AVOID BEING DRAFTED INTO THE ARMED FORCES OF THE UNITED STATES?

Any problems here should be referred to an immigration lawyer.

45. DO YOU BELIEVE IN THE CONSTITUTION AND FORM OF GOVERNMENT OF THE UNITED STATES?

The answer is "yes," or don't bother applying. INS is checking the applicant's loyalty to the United States, a basic requirement for naturalized citizenship.

46. ARE YOU WILLING TO TAKE THE FULL OATH OF ALLEGIANCE TO THE UNITED STATES? (SEE INSTRUCTION #5)

Read the oath first. It is given at #5 on the instruction sheet that is attached to this form. As in number 44, the answer must be "yes."

47. IF THE LAW REQUIRES IT, ARE YOU WILLING TO BEAR ARMS O BEHALF OF THE UNITED STATES? (IF "NO", ATTACH A FULL EXPLANATION)

An acceptable explanation if the answer is "No" is that the applicant is a conscientious objector or his/her religion forbids the use of arms.

48. IF THE LAW REQUIRES IT, ARE YOU WILLING TO PERFORM NONCOMBATANT SERVICES IN THE ARMED FORCES OF THE UNITED STATES? (IF "NO," ATTACH A FULL EXPLANATION)

49. IF THE LAW REQUIRES IT, ARE YOU WILLING TO PERFORM WORK OF NATIONAL IMPORTANCE UNDER CIVILIAN DIRECTION? (IF "NO", ATTACH A FULL EXPLANATION)

Questions 46, 47, and 48 go to the applicant's loyalty or Allegiance to the U.S. There is an exception if the activity is against the applicant's religion, but he/she must be willing to do work of national importance.

50. DID YOU EVER APPLY FOR EXEMPTION FROM MILITARY SERVICE BECAUSE OF ALIENAGE, CONSCIENTIOUS OBJECTIONS, OR OTHER REASONS? (IF "YES", ATTACH A FULL EXPLANATION)

If the applicant answers "Yes," he should be prepared to explain his reasons and defend his loyalty to the U.S. "Alienage" means being a foreigner.

51. DID YOU EVER REGISTER UNDER UNITED STATES SELECTIVE SERVICE LAWS OR DRAFT LAWS? (IF "YES," COMPLETE THE FOLLOWING)

Fill out the information requested if the answer is "Yes." If "No" and the applicant is male and currently between the ages of 18 and 26, he should register before filing this application in order to avoid delay in processing (and then change his answer to "Yes" on this form or give the new information during his interview if the application was already filed). This can be done at the post office or any Selective Service office.

52. THE LAW PROVIDES THAT YOU MAY NOT BE REGARDED AS QUALIFIED FOR NATURALIZATION, IF, AT ANY TIME DURING THE PERIOD FOR WHICH YOU ARE REQUIRED TO PROVE GOOD MORAL CHARACTER, YOU HAVE BEEN A HABITUAL DRUNKARD; ADVOCATED OR PRACTICED POLYGAMY; HAVE BEEN A PROSTITUTE OR PROCURED ANYONE FOR PROSTITUTION; HAVE KNOWINGLY AND FOR GAIN HELPED ANY ALIEN TO ENTER THE UNITED STATES ILLEGALLY; HAVE BEEN AN ILLICIT TRAFFICKER IN NARCOTIC DRUGS OR MARIJUANA; HAVE RECEIVED YOUR INCOME MOSTLY FROM ILLEGAL GAMBLING, OR HAVE GIVEN FALSE TESTIMONY FOR THE PURPOSE OF OBTAINING ANY BENEFITS UNDER THIS ACT. HAVE YOU EVER, ANYWHERE BEEN SUCH A PERSON OR COMMITTED ANY OF THESE ACTS? (IF YOU ANSWER "YES" TO ANY OF THESE, ATTACH FULL EXPLANATION.)

This is a review of what some of the prior questions were trying to elicit and a summary of some of the grounds of deportation and exclusion that a non-citizen is subject to. A "yes" answer probably means a lawyer should be consulted. Often, what looks like a bar to becoming a citizen is not because a WAIVER is available or the applicant actually doesn't fit into the legal definition he/she thinks applies. But, be careful: Some permanent residents should simply not apply for citizenship if doing so uncovers grounds for possibly taking away their permanent resident status! For example, if an applicant lied on an initial application for permanent residency and this might

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> come to light on a subsequent application to naturalize, it's better to avoid drawing attention to this. Also, proof of "good moral character" is required for the three or five years prior to applying for naturalization. If the applicant might have problems because of numerous arrests for DWI two years ago, he/she might want to wait and show no arrests and no alcohol abuse after a reasonable period has passed.

After Form N-400, applicants must fill out Form G-325 (also in the appendix). This form is asking for straightforward biographical information and should pose no problems. When both are completed, applicants are ready to take the next **STEPS IN THE NATURALIZATION PROCESS**. These appear in the appendix.

After the N-400 has been sent to INS, applicants must sometimes wait six to nine months for an appointment for the oral interview. To notify applicants of the time and date of the interview, INS will send Form N-430, "Request that Applicant for Naturalization Appear for Interview," also named the "call-in letter" (see appendix). It tells applicants what documents, if any, they are required to bring along. Applicants must fill out the "Personal Description" section on the back of the form and BRING IT WITH THEM TO THE INTERVIEW. (INS has told us that the complexion question should be answered with "light," "medium," or "dark.")

NATURALIZATION: THE INTERVIEW

by Dan Weber

Since the Immigration Reform and Control Act of 1986 which initiated the Amnesty program, many published texts have attempted to integrate language development activities with U.S. history and government content. These texts are, to varying degrees, helpful in preparing permanent residents to meet the education requirements for citizenship: basic knowledge of oral English, ability to read and write in English, and knowledge of the history and government of the U.S.

What is lacking in these publications is the following:

1. Levels of competency needed to fulfill these requirements;
2. Criteria used for evaluating those competencies;
3. How the evaluation process is conducted.

We felt that, as educators and advocates, specific information was critical to us for the purposes of assessing client preparedness for the exam, designing classroom materials and activities, and providing clients with clear expectations and useful strategies for the potentially stressful interview/exam process.

Recognizing that the answers to our questions might vary among local INS offices, we decided to seek the cooperation of the Albuquerque INS office and to focus our inquiry on the naturalization process as it is implemented in northern New Mexico. Four instructors from Catholic Social Services of Albuquerque, Inc. independently observed a total of 28 adjudications over a period of three days in July, 1990. Our observations were limited to one examiner because she was the only Albuquerque INS employee with that responsibility at the time. The observers attempted to script as much of the interview as possible and to record the country of origin, sex, age and approximate level of English proficiency.

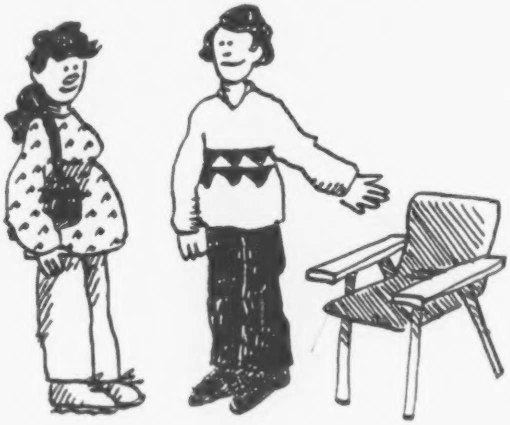
The observers asked permission to be present when they were introduced to the applicants. The observers were positioned about five feet behind the applicants during the interview. Although this position made it impossible to read the facial expressions,of the applicants, and at times utterances were not audible enough to be recorded, it also allowed our presence to be inconspicuous.

OVERVIEW OF THE PROCESS

The applicant is called from the waiting room by the INS examiner and lead to the interior office, a small but comfortable room with a photo portrait of the examiner's family on a stand behind the desk. Two chairs are arranged close to and facing the desk. The examiner gestures to one of the chairs and says, as she is walking around her desk to seat herself, "Before you sit down, please raise your right hand." This instruction serves as an initial evaluation of the applicants' basic English comprehension, as well as to position the applicant for the oath that formally begins the interview. She then says,

> "Do you swear that the information you are about to give and that is contained in your petition is the truth, the whole truth and nothing but the truth?"

The applicant replies affirmatively and is directed to be seated. The examiner sits behind her desk, facing the applicant. She has in front of her the applicant's file with the completed N-400 application form and the call-in letter (Request to Appear, INS Form N-430 in appendix) which the applicant has presented to the front desk on arrival. She then asks to see the applicant's Permanent Resident card, which she compares to information on the N-400 and call-in letter.



Variations of Examiner's Instructional Phrases

Before you sit down, please raise your right hand.
Before you sit down, will you raise your right hand?

I'll need to see your Permanent Resident card.
May I see your Permanent Resident card, please?
Do you have your Permanent Resident card?

BEST COPY AVAILABLE

Now, while using scissors to cut the personal description section from the call-in letter, the examiner asks for verification of responses on that form. Most questions are posed as inflected statements which require a simple "yes" or "no" answer. For example, she said, "You were born October 5, 1964 in Laos?" and "You have a mark on your hand?" However, if an applicant has neglected to respond to any items on the form, direct questions will be used. ("Do you have any distinctive visible marks or scars?" "How much do you weigh?" "Do you wish to change your name in any way at this time?") Any correction or additional information is recorded by the examiner with a red pencil.

ORAL REVIEW OF THE APPLICATION

The examiner next proceeds to review the N-400 application using the same questioning strategy. She does not attempt to elicit verification for all items on the N-400, although a different examiner might. Certain items, however, seem to be critical and were reviewed during each of the examinations we observed. These were the items concerning date and place of birth (#7,#9), correct address (#20), arrests (#29) and filing of income tax (#39). The cluster of questions dealing with marriage and children (numbers 22-26) was also reviewed with more or less detail in each interview. Here the examiner varied her questioning significantly from one case to the next as dictated by the unique circumstances of each applicant.

Other items were reviewed if they had been omitted or inadequately answered by the applicant on the N-400 form, or if the answers raised questions of the applicant's eligibility. In the case of omissions, the questioning was usually simple and direct. One item on the N-400 which is frequently omitted by unmarried applicants is #26, "indicate your total number of children." If this is not completed, the examiner is obliged to ask, "Do you have any children?" If the applicant replies, "No", the examiner uses a red pencil to mark "0" in the appropriate space.

The line of questioning can become quite convoluted if eligibility seems at risk because of residency requirements or arrests. These situations put a greater demand on the applicant's English fluency. However, the examiner was observed using Spanish in some instances to clarify points of law without apparently penalizing the applicant as far as passing the basic English requirement.

THE LITERACY TEST

Once the examiner has completed her review of the N-400, she turns her attention to the affidavit on the bottom of page four of that form. If corrections have been made, she will point them out to the applicant. She will then ask if all of the information is correct. Upon receiving an affirmative response, she asks the applicant to sign their "complete and true names" to the affidavit. No abbreviations may be used. Those applicants who wish to change their names must still sign here with their old names as printed on the permanent resident card.

As soon as the applicant has signed the affidavit, the examiner, indicating the appropriate line below the signature says, "Down here I need you to write..." and proceeds to dictate a single sentence. If the sentence as written satisfies her criteria for acceptable writing, she usually gives a very brief assessment, in some cases no more than a one word praise statement ("Good" or "Perfect"). At most she will point out spelling errors which she has marked in red, saying, "You have some mistakes, but it's close enough."

If she has low expectations of their ability or if they do not produce an acceptable sentence on the N-400 form, the examiner may ask applicants to demonstrate their writing on a separate sheet of paper. In these cases, the applicants will write a total of three to five sentences. The examiner then decides whether the applicant shall pass or fail the literacy requirement based on the ratio of correctly to incorrectly spelled words totaled from the sentences (see section on Literacy Requirement for more detail on dictation).

The dictation marks the end of the basic English and literacy assessment. Applicants who have failed to show a minimal comprehension of English or to produce an acceptable writing sample are told that they are being "non-filed," meaning that they have one year to take the exam again without submitting a new Form N-400 and paying the filing fee again.

THE U.S. CIVICS AND HISTORY TEST

Should the applicant pass the writing test, the examiner moves rapidly with no transitional comments to the civics portion of the exam. This consists of approximately 12 questions emphasizing the Constitution, federal government structure and current federal and state office holders. The percentage or number of questions which must be answered correctly in order to pass was unclear to us as observers. Of the 21 applicants who made it as far as the civics part of the exam, 19 passed. The majority did so with no errors, and the worst passing performance was eleven correct out of twelve. Of the two who failed, one answered only five of twelve correctly and the other five out of seven. It is unclear why the applicant who answered five of seven correctly was not given more opportunities to respond.

Those who fail at this point are told that their application is being "continued": They may return, still under oath, and need only re-take the civics part of the exam. Both those who have passed and those whose applications have been continued are told to pay $70 to the Clerk of the Court on the 10th floor of the Federal Building across the street from the INS office.

Those who pass are told that they will be notified by mail of the date of their final court hearing. This is sometimes the only indicator the examiner will give that the applicant has passed the exam. It is not always understood by the applicant that the **final court hearing** is what we think of as the **swearing in** ceremony, where successful petitioners receive certificates of citizenship. One young Vietnamese man, who performed with perfect competence throughout the examination, sat quietly for a moment when the examiner had terminated the interview and then asked, "Did I pass?"

The interview over, the examiner stands and goes to the door, sometimes repeating a portion of the final instructions. The applicant, following her cue, takes his leave.

THE REQUIREMENTS

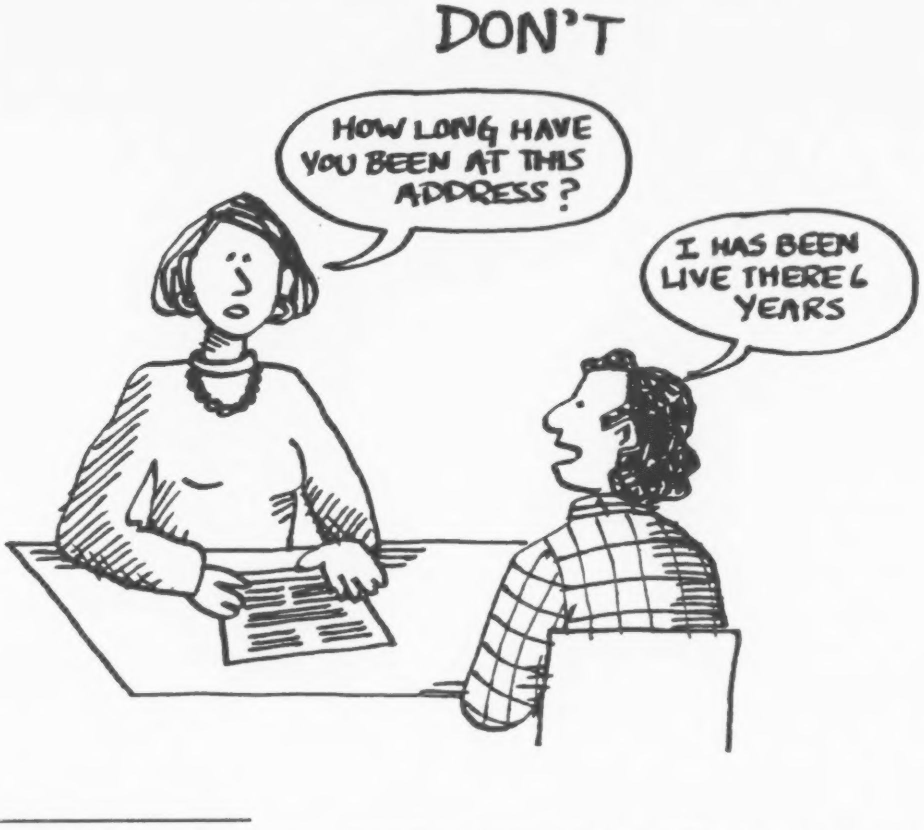
KNOWLEDGE OF BASIC ENGLISH

Evaluation of the applicants' knowledge of basic English begins as soon as he/she is called from the waiting room. The examiner can observe whether or not applicants follow her instructions, and she makes preliminary judgements about the applicant's English comprehension. For example, a Vietnamese man in his sixties, dressed in suit and tie, entered the examination room with the examiner. Despite his efforts to smile, he looked quite stiff and uncomfortable. The examiner asked, "Do you speak English?" He nodded affirmatively and said something incomprehensible to the observer. The examiner, gesturing to one of the empty chairs facing her desk, said, "Before you sit down will you please raise your right hand?" The gentleman at that point replied, "Good morning," and sat down in the vacant seat. The examiner smiled and said, "You don't speak English, do you?" When the applicant failed to respond, she left the room and returned with his bilingual son. She asked the son to explain to the older man that his application was being "non-filed" because he could not at that time satisfy the requirement for Basic English.

Applicants are not automatically "non-filed" if they fail to raise their right hand when instructed. In some cases, the examiner repeats the instruction and cues the applicant by raising her own arm. The unfortunate gentleman in the example was one of two of the 28 observed who were "non-filed" because they did not understand enough English to proceed with the interview.

The primary mechanism for evaluating the applicant's knowledge of English is the oral interview, which is a review of information supplied on the self-description section of the call-in letter and Form N-400. It would appear from the manner in which questions are posed that the criteria for minimum competency is whether applicants understand requests for basic personal information and can respond with appropriate one-word answers.

For the most part, the examiner uses statements which are modified by inflection ("You live at 312 Arizona SE?") or by the addition of tag words ("You've never been married, right?) to elicit a simple yes or no answer. In addition to establishing a minimal standard of competency, this strategy no doubt helps the examiner to keep interviews within the time constraints, approximately 20-30 minutes[1], established by INS.Potential applicants should therefore be discouraged from showing off their English by making unnecessarily lengthy replies or volunteering unsolicited information. Except the Vietnamese man, no applicants were "non-filed" or failed as a result of their responses to the interview, despite the fact that almost one-third had language proficiency levels which seemed comparable to ESL levels I or II.


DON'T
HOW LONG HAVE YOU BEEN AT THIS ADDRESS?
I HAS BEEN LIVE THERE 6 YEARS

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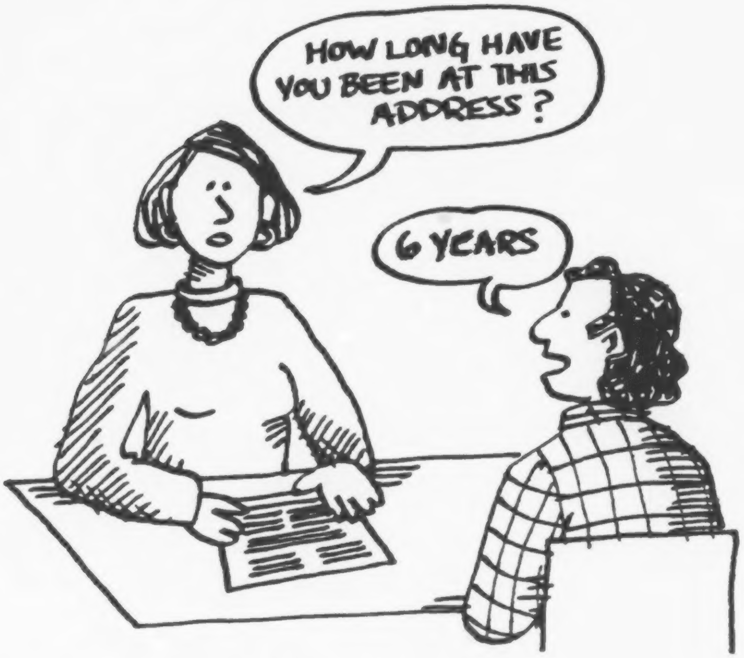
[1] The shortest interview we observed was seven minutes and the longest was forty-five minutes.

DO


HOW LONG HAVE YOU BEEN AT THIS ADDRESS?
6 YEARS

ABILITY TO READ AND WRITE ENGLISH

English literacy is judged by the applicant's ability to write a dictated sentence. There was no distinct reading part of the exam, although the examiner infrequently asked applicants to read back dictated sentences which they had just written.

In most cases, the applicants are asked to write a single sentence directly onto the Form N-400, below their signatures on the affidavit. If they do not succeed there or if the examiner anticipates a poor performance, they are asked to write three to five sentences on a separate sheet of paper.

The criteria for evaluating writing samples remained unclear to the observers because we were usually unable to gain visual access to the writing produced without risking a disruption of the process. The criteria appeared, however, to be based on spelling rather than the ability to produce an understandable sentence. That is, it was a discrete rather than holistic evaluation.

The sentences used for the dictations by this examiner were not selected from the twenty sample sentences disseminated by INS (see Appendix) for the written portion of the Amnesty exam. With one exception, they did not relate to the citizenship process or the content of citizenship classes.

The dictation itself was not performed in a consistent manner. For the very competent writers, the sentence was read as a whole. For the less skilled writers, sentences were sometimes dictated one word at a time, inadvertently depriving the writer of contextual cues. When repeating a sentence more than once the examiner sometimes varied the pronunciation of words; particularly "the," which was alternately pronounced "thuh" and "thee" in succeeding repetitions of the same sentence.

The examiner attempted to adjust the difficulty of the sentences to the proficiency levels of the applicants. Some of the most proficient speakers were asked to write a sentence like "I believe in the Constitution of the United States." The majority of the students were asked to write sentences which appeared to be more basic on the semantic level, but were in fact more complex syntactically, such as "I live in a brown house that has a red door."

Applicants with low oral proficiency or low literacy skills were given simple sentences such as "My cat is yellow." This strategy of adjusting the complexity of dictation was usually successful (only two applicants failed the writing test). For Mrs. X, a Mexican woman of 61 years, it proved counter-productive. Before Mrs. X was called from the waiting room, the examiner noted to the observer that the next applicant had been born in Mexico in 1929 and had only been in the U.S. six years; she predicted, "I doubt if she'll speak enough English unless she's been to school."

When Mrs. X entered the examination room and was given the standard instruction, "Before you sit down will you please raise your right hand," she remained standing but did not raise her hand. When asked whether she spoke English, she answered "a little bit" and then explained in Spanish that she had studied in school, but with great difficulty. The examiner then explained in English that she was required to do the interview in English if she chose to proceed. Mrs. X agreed to proceed and after being sworn in, responded competently with short answers to the interview questions.

The examiner began to tell Mrs. X to write a sentence on the N-400, then changed her mind and said, "Let's do it on a separate sheet of paper."

The first sentence was dictated as a whole, "I live in a red house." The second and third sentences were not dictated as complete sentences but as follows:

"My dog------"
"My----------"
"dog --------"
"is ---------"
"black-------"

"The cat --------"
"The cat ---------"
"is in ------------"
"the tree ----------"

The examiner marked incorrectly spelled words after each sentence was written and after the last said, "There's no way you can pass the written English part. You got five words right; ten words wrong. Mrs. X then took out some papers from her school and said "I can write these sentences." She also produced a letter from Educational Testing Services (ETS) advising her that she had passed the standardized English and Citizenship Test which had been developed for the legalization program, but not for naturalization of other permanent residents.

Apparently Mrs. X had been studying the dictation sentences recommended by INS which relate to U.S. history and government. These sentences are scored holistically by ETS evaluators. When asked to write what appeared to be easier sentences, she failed. Her application was "non-filed," and she was not allowed to take the history and government part of the exam.

KNOWLEDGE OF THE HISTORY AND GOVERNMENT OF THE U.S.

In this portion of the exam, the examiner emphasizes questions about federal government structure and current office holders, among others. During our period of observation, this part of the exam consisted of 7 - 13 questions. The first five were the same for all applicants. It was unclear at the time of observation how the number of questions asked of each applicant was determined or what constituted minimal competence. Nineteen of the twenty-one who attempted the civics exam passed it, the majority of these without a single error. The two who failed had low oral and written proficiency in English. Of these two, one answered correctly to five of the twelve questions and the other answered correctly to five of seven.

The questions asked were drawn from the list of 100 questions recommended for study by INS. Questions are not always asked verbatim as written on that list. One can expect paraphrasing, inversion and even synthesis of more than one question:

Paraphrase	Who makes the laws in the United States? becomes Which branch has the powers to make laws?
Inversion	What are the duties of the Supreme Court? becomes Which branch has the power to interpret laws?
Synthesis	Who was President during the Civil? and What did the Emancipation Proclamation do? becomes What President is famous for the Emancipation Proclamation?

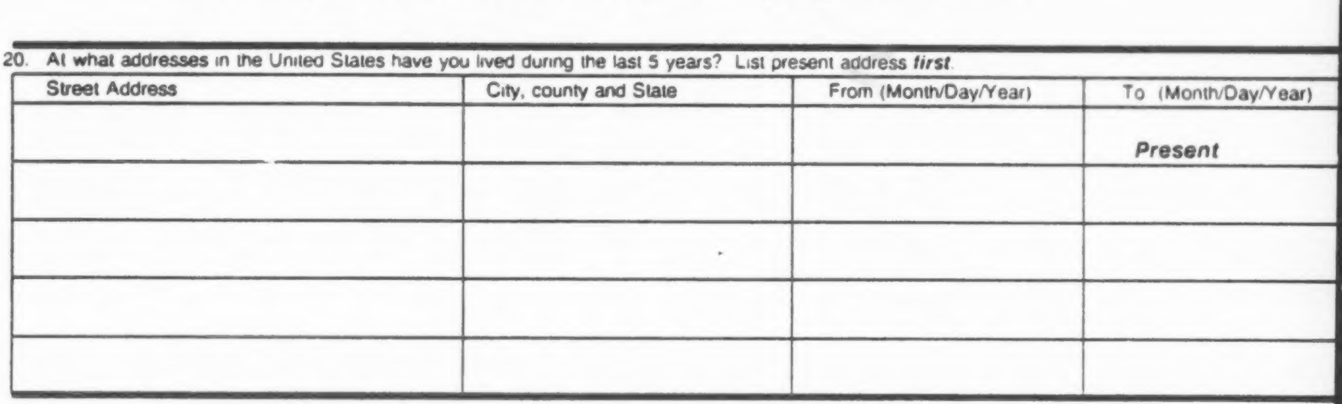
IMPLICATIONS FOR TEACHERS

Our observations indicate that even applicants with a low level of English proficiency who are just beginning to develop English literacy skills can pass the naturalization exam if they know what to expect. They need to know how the examination might proceed, be thoroughly familiar with the application (INS Form N-400), and know U.S. civics and history content of the INS 100 questions. These areas should be integrated through oral and written structural practice and role play. In this way, the student will have the opportunity to develop language skills while also acquiring realistic expectations of and strategies for the examination.

Teachers of ESL for Citizenship who have low and intermediate level students should make extensive use of INS Form N-400 and the call-in-letter, since their review by the examiner is the basis for evaluating basic knowledge of spoken English.

A different item or set of items on the forms may become the focus for each class session and serve as a springboard for oral and written structural practice while at the same time insuring that the application will be accurately filled out. The topic of each item may be extended and personalized through communicative activities. The grid activities discussed in Jamie Treat's article in this manual are particularly useful in integrating information, language skills and cognitive processes.

To use the application, it is recommended that the teacher select an item (or a set of related items) from the N-400 as a focus for language development.



20. At what addresses in the United States have you lived during the last 5 years? List present address *first*.

Street Address	City, county and State	From (Month/Day/Year)	To (Month/Day/Year)
			Present

For example, Item 20 (shown above), can be used to practice a number of structures:

Where do you live?	I live on ____. I live in _____.
Where did you live?	I lived on _____. I lived in _____.
When did you live there?	I lived there from ____ to ____.
How long have you lived...?	I have lived there since ____.

Any item on the N-400 can be used for this kind of practice by following these steps:

1. Discuss the vocabulary and possible responses to each item.
2. Model appropriate written responses on the chalkboard.
3. Ask students to write correct responses on an enlarged copy.
4. Select structures and/or functions for oral and written communication practice using a variety of strategies, such as substitution and chain drills, dictation, and ESL grids.
5. Students then copy corrected responses from the enlarged copy to the actual Form N-400.

Extending and Integrating Application Practice

The topic of the application item may be extended to create other communicative activities. Following up on item 20, the teacher might write on the board:

I live in a _______ house that has ________.
What kind of house do you live in?

The teacher then models:

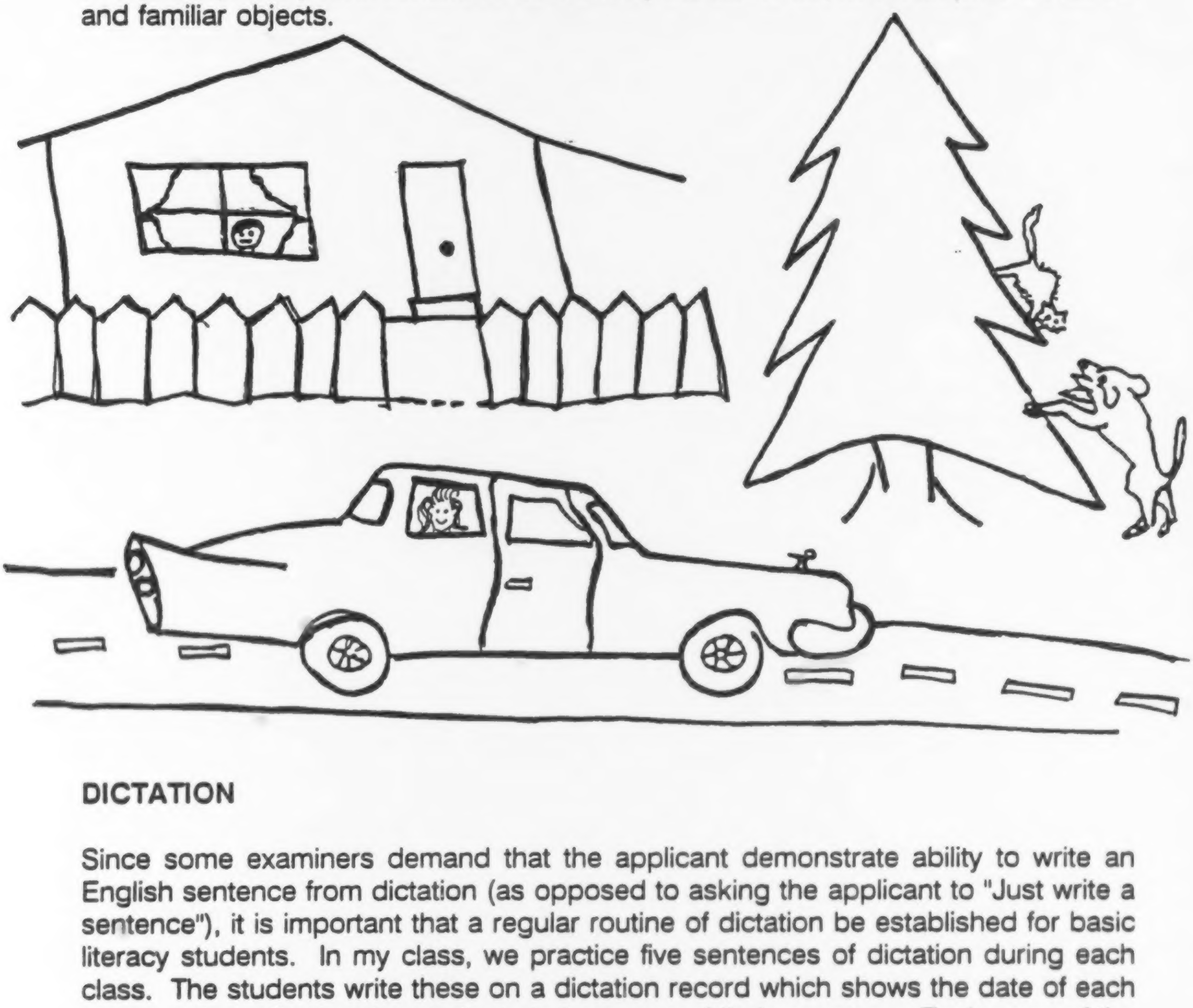
"I live in a white house that has big windows."

The teacher records his/her own words on the board, then asks a student, "What kind of house do you live in?" The teacher may ask each student in turn or the class may proceed with a chain drill, each student asking the next. In either case, the students respond by substituting the appropriate words to describe their own houses. The teacher copies each response on the board, either verbatim or transforming it to the third person singular. For example, if Mario answers, "I live in a nice house that has five rooms," the teacher will record this response and/or "Mario lives in a nice house that has five rooms." The students copy the sentences and practice reading them back to the class.

Acquisition of the same structures may be reinforced during the civics portion of the same class or a later class. For example, when studying the three levels of government, I ask students to think about things they can identify in their country, state and city by using the same structure used above. They then produce sentences like:

I live in a country that has a lot of jobs.
I live in a state that has a state fair.
I live in a city that has pollution.

Finally, the structures are used for dictation practice using vocabulary and content relevant to the personal information and civics parts of the naturalization interview, as well as the primary-level sentences selected by the examiner, which emphasize colors and familiar objects.



DICTATION

Since some examiners demand that the applicant demonstrate ability to write an English sentence from dictation (as opposed to asking the applicant to "Just write a sentence"), it is important that a regular routine of dictation be established for basic literacy students. In my class, we practice five sentences of dictation during each class. The students write these on a dictation record which shows the date of each attempt, thus allowing the students to be aware of their progress. Each page of the record is divided, with the top half for a dictation pretest and the bottom half for the posttest. After the students have completed the pretest, the sentences are correctly modeled on the board. The students copy the sentences in their notebooks for practice. When the posttest is administered later in the same class or during the subsequent class, the students fold their papers in half so that the pretest is not visible. After completing the dictation, the students unfold their papers to compare the results of pretest and posttest.

Each sentence in the dictation is repeated three times. The first time, the students are encouraged to attend to meaning and rhythm as the sentence is read at normal speed. Then, the students write the sentence as it is repeated slowly in natural word clusters. Finally, the students are instructed to check their sentences for missing sounds or other errors as the sentence is read again at normal speed.

In the INS interview, the administration of the dictation will not be so predictable, so students need to know that it is appropriate to request repetition of all or any part of a sentence. Opportunities to rehearse these requests frequently arise during dictation practice.

SELECTING SENTENCES FOR DICTATION

Initially, I used sentences relating to the application to petition for naturalization and the civics content of the exam for all dictation practice. However, after observing the interviews at INS, I realized that the dictation strategy of the examiner had generated a lexicon and set of structures all its own as noted above. Simple descriptive sentences should therefore be incorporated in the writing practice:

My dog is black.
I have a brown dog.
The boy is in the house.
I live in a white house.
I drive a blue car with a red interior.

However, these should not be used exclusively because they are of limited use to the learner, and they do not reinforce other objectives of the class. Moreover, we know little at this time about the generalizability of our observations to the practice of other INS examiners who have since joined the Albuquerque office.

PREPARING FOR DICTATION

Many permanent residents have had little or no education in their native countries, and may have no experience writing. A variety of techniques can be employed to prepare these students for the dictation test.

Sets of cards may be created with written key words and corresponding illustrations. Students practice matching words to illustrations with the instructor's assistance. When some success has been achieved independently, the instructor dictates a sentence. The students then place the picture and word cards in the order in which they appear in the sentence.

Word cards may also be used to respond to cloze and substitution drills excercises until students have the confidence to write their own responses. Higher level students can be given a shuffled set of word cards which form a sentence when unscrambled. Upon completing any of these word card tasks, the student copies the entire sentence.

Cloze dictation is a useful exercise for preparing basic literacy students and developing listening skills for dictation. Words are deleted from a reading passage (usually every fifth one to give sufficient clues for meaning). The instructor then reads the entire text out loud. The students, following along on their cloze copies, listen for the words which have been deleted and write them in the blank spaces.

A BILINGUAL APPROACH TO CIVICS CONTENT

At Catholic Social Services, our citizenship preparation classes are specifically aimed at Spanish-speaking, low English proficiency adults. These students have an average educational experience of six years or less. They have not had access to conventional citizenship classes because of real and perceived limitations. They typically enter the classroom with great trepidation. On the first night of class one observes their discomfort, and the affective filter seems to become a palpable entity. The first discenible reduction of tension is signaled by a collective murmur of relief when they find that the gringo instructor really does speak Spanish.

The use of Spanish in the classroom lowers anxiety. It allows students to express themselves in real adult dialogue, not merely the restricted utterances of the second language. This affirmation of the language ego nurtures self-esteem. As all educators know, anxiety and self-esteem are critical variables in any learning experience.

The benefits of a bilingual approach are not limited to affective conditions. In addition to lowering affective filters, bilingual instruction can result in positive cognitive consequences by facilitating concept formation and schema activation. Use of the native language and cross-cultural references enable the adult learner to become more actively involved in interpreting the significance of historical events, Constitutional rights and governmental structures.

A brief lecture/discussion in the native language, accompanied by appropriate visual aids such as maps, charts, facsimile documents and illustrations is an effective pre-reading activity. Whenever possible, I try to include parallels from Mexican history or student experiencse in these lectures. I write key words on the board in English for discussion afterwards. Then we proceed with an appropriate reading from one of the many ESL/Civics texts available. As a result of the background information provided in Spanish, the vocabulary preview and the high incidence of cognates in Spanish and English, students are very successful in interpreting the English text. After the reading, oral questions (especially any related ones from the INS list of 100) are drilled in English to check comprehension and reinforce new knowledge.

If the instructor feels limited in his knowledge of Latin American language and culture, the process may be modified by the incorporation of Spanish text. A useful book is The Way to U.S. Citizenship, which is published in an identical Spanish edition titled Bienvenidos a los Estados Unidos (Prentice-Hall). First, student volunteers read the main reading passage orally in Spanish. The instructor then asks if they know of parallels in the history or government of their country of origin. Next, the instructor paraphrases the article in English, using the appropriate visual aids and noting the key English words on the board. At this point, depending on the level of the class, the students may wish to read the same passage in its entirety from the English edition, or the instructor may wish to use only the English comprehension questions that follow the reading passage. In either case, the lesson should culminate with oral comprehension questions in English.

ROLE PLAY

Role play is extremely important for focusing the students' expectations and allowing them to develop personal strategies for dealing with the naturalization interview/exam. It also allows the instructor to integrate Total Physical Response (TPR), personal interview practice, dictation and the question and answer drill of civics content. Mock interviews for role play can be designed using the observations reported in this paper, but keep in mind that examiners have a great deal of freedom and flexibility in the way they structure the interviews. Different examiners may or may not dictate the sentence to be written, may or may not ask the applicants to demonstrate the reading of English, and may not conduct the interview in the order reported here. However, all examiners will select their civics questions from the basic INS 100.

TPR activities can include instructions one might hear in a waiting room or interview setting:

> Come with me, please.
> Sit down, please.
> Stand up.
> Raise your right hand.
> Before you sit down, raise your right hand.
> I need to see your permanent resident card.
> After you sit down, give me your resident card.

The personal interview should include information from the call-in letters and forms N-400 which the students have completed in class. The list below of frequently reviewed items and the language structures we observed in association with them may be helpful in constructing mock interviews:

N-400 Item	Language Variations
7. - 9.	You were born in ____, 19_ in ______? You were born in....?
20.	Your address is ________? Your correct address is _________? You live at....? You're at ...? What is your address? Your address right now is...?
22. - 26.	You are married to....? Your wife is ...? Your husband is ...? Are you single? Are you married? You were never married? You've never been married? Have you ever been married? You've been married ____times? He is a citizen? He was a citizen? Your spouse has been married ____times? You were married to...? You have __children? Do you have any children? How many children do you have?
29.	You've never been arrested, not even for a traffic ticket? You have one speeding ticket in 19--. No other? Did you pay a fine? Have you eve been arrested?
39.	Did you file your income tax this year? Did you file income tax for last year? Did you file income tax for 1989?

In the dictation part of the mock interview/exam, the participant playing the role of the examiner need not utilize pedagogically sound dictation techniques since the applicant in a real exam situation may not be faced with such a consistent approach. In instructing students prior to role-play, however, one should encourage them to listen for the meaning of the whole sentence before they begin to write. This strategy provides context clues for identifying words which are difficult to distinguish by phonetic structure alone. It also facilitates the short-term retention necessary for fluency in writing.

The civics portion of the role play can be straightforward, using the 100 questions recommended for study by INS with an emphasis on office-holders, constitutional structure of the government and national symbols. Some of the recently published ESL/Citizenship texts feature written dialogues for role play. They tend to use more informal and open-ended strategies than those which we observed in Albuquerque. Nevertheless, they do model appropriate language for requesting clarification, repetition or just stalling for time. Furthermore, the open-ended nature of some questions may help students with concept formation and internal synthesis of information.

Organization of the class of role play may vary greatly. The whole class may be divided into pairs with scripts provided for the role of examiner; two persons can model for the entire class (these two could be teacher-student, student-student or teacher-volunteer); or students may be called away from other group activities one at a time to be interviewed by the teacher or a volunteer.

This last method is an excellent final activity for the class, and I can not emphasize enough the efficacy of having a volunteer who is strange to the class conduct interviews. The students themselves have remarked to me that the nervousness they experience facing a stranger and the comprehension problems that arise when the questions are no longer being posed in the familiar voice of the teacher are challenges that they need.

APPENDIX

Steps in the Naturalization Process

INS Forms N-400 and G-325

INS Form N-430: Request that Applicant Appear for Interview

Chart: Rights of U.S. Citizens

INS Questions: Spanish and English

Twenty Statements for Literacy Practice (INS)

STEPS IN THE NATURALIZATION PROCESS

1. Get forms from INS: N-400 and G-325.

2. Read all instructions carefully, but remember that INS occasionally changes its rules, procedures, and fees, and the instructions are not always current. Recent changes, in effect as of the date of this printing are:

   a. The filing fee is **$90** (in check or money order).
   b. The photo instructions listed on the N-400 are no longer correct. Current specifications for photos are available from INS.

3. Fill out the N-400 and G-325 carefully and completely.

4. Get fingerprints and three photos taken. Costs will vary from **$0 to $15** for fingerprints and **$10 to $25** for photos.

5. Deliver or mail forms, fingerprints, photos, and **$90** filing fee to INS (517 Gold Ave. SW, Room 1010, Albuquerque, NM).

6. Wait approximately six to nine months for an appointment from INS (call-in letter, form N-430).

7. Attend the interview/exam at the INS office in Albuquerque. Bring call-in letter and any documents INS specifically requested. Do not postpone this appointment, or you may not be given a new appointment for many months.

8. After passing your interview/exam, you will be instructed to pay **$70** to the Clerk of the Federal Court (across the street from the INS office).

   (Please note that the Immigration Act of 1990 provides for a new system that will be available to naturalization applicants. They may be able to be sworn in as citizens at the INS office and avoid the wait for the court procedure. This is called "administrative naturalization" and should go into effect October 1, 1991.)

9. Wait another one to three months for a "hearing" date for your "Swearing In Ceremony."

10. Attend the final hearing where you will be sworn in as a U.S. citizen.

U.S. Department of Justice
Immigration and Naturalization Service

Application to File
Petition for Naturalization

Instructions to the Applicant

You must be at least 18 years old to file a petition for naturalization. Using ink or a typewriter, answer every question in the application form, whether you are male or female. If you need more space for an answer, write "Continued" in your answer, then finish your answer on a sheet of paper this size, giving the number of the question. Submit this form to the Immigration and Naturalization Service office having jurisdiction over your place of residence.

You will be examined under oath on the answers in this application when you appear for your naturalization examination.

If you wish to be called for the examination at the same time as a relative who is also applying for naturalization, make your request on a separate sheet. Be sure to give the name and the Alien Registration Number of that relative.

1. **You must submit the following (Items A, B, C, and D) with the application.**

   A. Photographs of your face:
      1) Three identical unglazed copies, size 2 X 2 inches only.
      2) Taken within the last 30 days.
      3) Distance from top of head to point of chin to be 1 1/4 inches.
      4) On thin paper, with light background, showing front view without hat.
      5) In natural color or black and white, and not machine-made.
      6) Unsigned (but write Alien Registration Number lightly in pencil in center of reverse side).

   B. Fingerprint Chart (Form FD-258):
   Complete all personal data items such as name, address, date of birth, sex, etc. Write your Alien Registration Number in the space marked "Your No. OCA" or "Miscellaneous No. MNU". You must sign the chart in the presence of the person taking your fingerprints and have that person sign his/her name, title and date in the spaces provided. Take the chart and these instructions to a police station, sheriff's office, or an office of this Service, or other reputable person or organization for fingerprinting. (You should contact the police or sheriff's office first since some of these offices do not take fingerprints for other government agencies.) Do not bend, fold or crease the fingerprint chart.

   C. Biographic Information (Form G-325):
   Complete every item in the Biographic Information form furnished with this application and sign your name on the line provided. If you have ever served in the Armed Forces of the United States, you must also submit a completed Form G-325B.

   D. U.S. Military Service:
   If your application is based on your military service, you must submit Form N-426, "Request for Certification of Military or Naval Service."

2. **You must pay sixty dollars ($60.00) to file this form. The fee will not be refunded, whether the application is approved or not.** DO NOT MAIL CASH. All checks or money orders, whether U.S. or foreign, must be payable in U.S. currency at a financial institution in the United States. When a check is drawn on the account of a person other than yourself, write your name on the face of the check. If the check is not honored, INS will charge you $5.00.

   Pay by check or money order in the exact amount. Make the check or money order payable to "Immigration and Naturalization Service". However,

   A. If you live in Guam: Make the check or money order payable to "Treasurer, Guam", or

   B. If you live in the U.S. Virgin Islands: Make the check or money order payable to "Commission of Finance of the Virgin Islands".

3. **Alien Registration Receipt Card**
   Do not send your Alien Registration Receipt Card with this application.

4. **Examination on Government and Literacy:**
   Every person applying for naturalization must show that he or she has a knowledge and understanding of the history, principles, and form of government of the United States. There is no exemption from this requirement, and you will be examined on these subjects when you appear before the examiner.

   You will also be examined on your ability to read, write, and speak English. If on the date of your examination you are more than 50 years of age and have been a lawful permanent resident of the United States for 20 or more years, you will be exempt from the English language requirements of the law. If you are exempt, you may take the examination in any language you wish.

(Continued on Reverse.)

Instructions to the Applicant - Continued

5. **Oath of Allegiance:**

You will be required to take the following oath of allegiance to the United States in order to become a citizen.

I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state or sovereignty, of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same, that I will bear arms on behalf of the United States when required by the law; that I will perform noncombatant service in the armed forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.

If you cannot promise to bear arms or perform noncombatant service because of religious training and belief, you may omit those statements when taking the oath.

"Religious training and belief means a person's belief in a relation to a Supreme Being involving duties superior to those arising from any human relation, but does not include essentially political, sociological, or philosophical views or merely a personal moral code.

6. **The following applies only to applicants who have foreign-born children who are under 18 years of age.**

Some or all of your own foreign-born children (not stepchildren) who are not yet citizens may possibly become United States citizens automatically when you are naturalized. This will happen:

A. If the child is a lawful permanent resident of the United States and still under 18 years of age when you are naturalized, and

B. If the child's other parent is already a citizen or becomes a citizen before or at the same time that you become naturalized. If, however, the child's other parent is deceased, or if you are divorced and have custody of the child, then it makes no difference that the child's other parent was or is an alien.

C. If your child is illegitimate and you are the mother, only Section A above applies.

D. If the child is adopted, is in your custody, the adoption was completed before the child's 16th birthday, and if the child is a lawful permanent resident of the United States.

E. If your child is illegitimate and you are the natural father, Section A above applies. You must establish that you were a United States citizen on the date of the child's birth; you must file an affidavit of support valid until the child's 18th birthday; and you must acknowledge paternity in writing, under oath, or have a court order stating that the child is yours.

If you wish, you may apply for a certificate of citizenship for these children on Form N-600, Application for Certificate of Citizenship, with proof of your naturalization.

7. **Notice to applicants;**

Authority for collection of the information requested in this form and those forms mentioned in the instructions hereto is contained in Sections 309, 328, 329, 332, 334, 335 or 341 of the Immigration and Nationality Act of 1952 (8 U.S.C. 1439, 1440, 1443, 1445, 1446 or 1452). Submission of the information is voluntary inasmuch as the immigration and nationality laws of the United States do not require an alien to apply for naturalization. If your Social Security number is omitted from a form, no right, benefit or privilege will be denied for your failure to provide such number. However, as military records are indexed by such numbers, verification of your military service, if required to establish eligibility for naturalization, may be difficult. The principal purposes for soliciting the information are to enable designated officers of the Immigration and Naturalization Service to determine the admissibility of a petitioner for naturalization and to make appropriate recommendations to the naturalization courts. All or any part of the information solicited may, as a matter of routine use, be disclosed to a court exercising naturalization jurisdiction and to other federal, state, local or foreign law enforcement or regulatory agencies, Department of Defense, including any component thereof, the Selective Service System, the Department of State, the Department of the Treasury, Central Intelligence Agency, Interpol and individuals and organizations in the processing of the application or petition for naturalization, or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its function. Information solicited which indicate a violation or potential violation of law, whether civil, criminal or regulatory in nature may be referred, as routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide any or all of the solicited information may result in an adverse recommendation to the court as to an alien's eligibility for naturalization and denial by the court of a petition for naturalization.

8. **Reporting Burden:**

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to U.S. Department of Justice, Immigration and Naturalization Service (Room 2011), Washington, D.C. 20536, and to the Office of Management and Budget, Paperwork Reduction Project, OMB No. 1115-0009, Washington, D.C. 20503.

**It is not possible to cover all the conditions for eligibility or give instructions for every situation.
If you have carefully read all the instructions and still have questions, please contact your nearest INS office.**

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U.S. Department of Justice
Immigration and Naturalization Service

Application to File
Petition for Naturalization

OMB #1115-0009

This block for government use only.

Section of Law

Please read the instructions before filling out this form.

1. Your name (Exactly as it appears on your Alien Registration Receipt Card)

2. Your Alien Registration Number 3. Your Social Security Number

4. Your name (Full true and correct name, if different from above)

5. Any other names you have used (including maiden)

6. You may, by law, change your name at the time you are naturalized. If you wish to do so, please print or type that name below, or the name you want your certificate of naturalization issued under.

7. Your date of birth (Month/Day/Year) 8. Your Sex ☐ Male ☐ Female

9. Your place of birth (City or Town)

(County, Province or State) (Country)

10. Was your father or mother ever a United States citizen? (If Yes, explain fully) ☐ Yes ☐ No

11. Can you read and write English? ☐ Yes ☐ No

12. Can you speak English? ☐ Yes ☐ No

13. Can you sign your name in English ☐ Yes ☐ No

14. Date you were admitted for permanent residency (Month/Day/Year)

15. Place you were admitted for permanent residency (City and State)

16. Date your continuous residency began in the U.S. (Month/Day/Year)

17. How long have you continuously resided in the State where you now live? (Number of Months)

18. Do you intend to reside permanently in the United States? (If No, explain fully) ☐ Yes ☐ No

19. Have you served in the United States Armed Forces? (If Yes, complete all of #19.) ☐ Yes ☐ No

Branch of Service (Indicate if Reserve or National Guard) ☐ Inducted ☐ Enlisted

Location where you entered (City and State)

Service began (Month/Day/Year)

Service ended (Month/Day/Year)

Service number

Rank at discharge

Type of discharge

Reason for discharge (Alienage, conscientious objector, other)

20. At what addresses in the United States have you lived during the last 5 years? List present address *first*

Street Address	City, county and State	From (Month/Day/Year)	To (Month/Day/Year)
			Present

21. What employment have you held during the last 5 years? List present or most recent employment *first* (If none, write "None".)

Name and Address of Employer	Occupation or Type of Business	From (Month/Day/Year)	To (Month/Day/Year)

Form N-400 (10/26/89) N

22. What is your present marital status?

☐ Married ☐ Widowed ☐ Divorced ☐ Single

23. Complete the following ***regarding your husband or wife if you are currently married.***

First (given) name	Date married (Month/Day/Year)	Date of birth (Month/Day/Year)	Country of birth
Place he or she entered the U S	Date entered the U S. (Month/Day/Year)	His or her Alien Registration Number	Present immigration status
Date naturalized (Month/Day/Year)	Place naturalized	Present address (street and number)	City and State or country

24. Complete the following if you were previously married

Total number of times you have been married ______

Name of prior husband or wife	Date of marriage (Month/Day/Year)	Date marriage ended (Month/Day/Year)	How marriage ended	INS Status
				☐ Alien ☐ Citizen
				☐ Alien ☐ Citizen
				☐ Alien ☐ Citizen

25. Complete the following if your present husband or wife was previously married.

Total number of times your husband or wife has been married ______

Name of prior husband or wife	Date of marriage (Month/Day/Year)	Date marriage ended (Month/Day/Year)	How marriage ended	INS Status
				☐ Alien ☐ Citizen
				☐ Alien ☐ Citizen
				☐ Alien ☐ Citizen

26. Complete all columns for each of your children. (If child lives with you, state "with me" in Location column; otherwise, give the City and State of that child's residence.)

Indicate your total number of children ______

Given name	Date of birth	Country of birth	Date of entry	Port of entry	Location	Alien Registration No	Sex
							☐ Male ☐ Female
							☐ Male ☐ Female
							☐ Male ☐ Female
							☐ Male ☐ Female
							☐ Male ☐ Female
							☐ Male ☐ Female
							☐ Male ☐ Female

27. Complete the following with regard to each absence you have had from the United States for a period of six months or less since you entered for permanent residence. (If none, write "None".)

Ship, airline, railroad, or bus company, or other means used to return to the United States	Returned at (Place or port of entry)	Date departed	Date returned

28. Complete the following with regard to each absence you have had from the United States for a period of six months or more since you entered for permanent residence. (If none, write "None")

Ship, airline, railroad, or bus company, or other means used to return to the United States	Returned at (Place or port of entry)	Date departed	Date returned

29. The law provides that you may not be regarded as qualified for naturalization, if you knowingly committed certain offenses or crimes, even though you may not have been arrested. Have you ever, in or outside the United States:

(If you answer "Yes" to a) or b), give the following information as to each incident.)

a) knowingly committed any crime for which you have not been arrested?

☐ Yes ☐ No

b) been arrested, cited, charged, indicted, convicted, fined or imprisoned for breaking or violating any law or ordinance, including traffic regulations?

☐ Yes ☐ No

Where (City, State and Country)	Date of Offense	Nature of Offense	Outcome of case, if any

30. List your present and past membership in or affiliation with every association, fund, foundation, party, club, society or similar group in the United States or in any other place, and your foreign military service (If none, write "None".)

Name of organization	Location of organization	Membership from	Membership to

31. Are you now, or have you ever, in the United States or in any other place, been a member of, or in any other way connected or associated with the Communist Party? (If "Yes", attach full explanation)

☐ Yes ☐ No

32. Have you ever knowingly aided or supported the Communist Party directly, or indirectly through another organization, group or person? (If "Yes", attach full explanation)

☐ Yes ☐ No

33. Do you now or have you ever advocated, taught, believed in or knowingly supported or furthered the interests of Communism? (If "Yes", attach full explanation)

☐ Yes ☐ No

34. During the period March 23, 1933 to May 8, 1945, did you serve in, or were you in any way affiliated with, either directly or indirectly, any military unit, paramilitary unit, police unit, self-defense unit, vigilante unit, citizen unit, unit of the Nazi Party or SS, government agency or office, extermination camp, concentration camp, prisoner of war camp, prison, labor camp, detention camp or transit camp, under the control or affiliated with:

a) the Nazi Government of Germany?

☐ Yes ☐ No

b) any government in any area occupied by, allied with, or established with the assistance or cooperation of, the Nazi Government of Germany?

☐ Yes ☐ No

35. During the period of March 23, 1933 to May 8, 1945, did you ever order, incite, assist, or otherwise participate in the persecution of any person because of race, religion, national origin, or political opinion?

☐ Yes ☐ No

36. Were you born with, or have you acquired in some way, any title or order of nobility in any foreign state?

☐ Yes ☐ No

37. Have you ever been declared legally incompetent or have you ever been confined as a patient in a mental institution?

☐ Yes ☐ No

38. Are deportation proceedings pending against you, or have you ever been deported or ordered deported, or have you ever applied for suspension of deportation?

☐ Yes ☐ No

39. When was your last federal income tax return filed? (year) ____________

40. Since becoming a permanent resident of the United States, have you filed an income tax return as a nonresident? (If "Yes", explain fully)

☐ Yes ☐ No

41. Since becoming a permanent resident of the United States, have you failed to file an income tax return because you regarded yourself as a nonresident? (If "Yes", explain fully)

☐ Yes ☐ No

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42. Have you ever claimed in writing, or in any other way, to be a United States citizen?

☐ Yes ☐ No

43. Have you ever deserted from the military, air or naval forces of the United States?

☐ Yes ☐ No

44. Have you ever left the United States to avoid being drafted into the Armed Forces of the United States?

☐ Yes ☐ No

45. Do you believe in the Constitution and form of government of the United States?

☐ Yes ☐ No

46. Are you willing to take the full oath of allegiance to the United States? (See instruction #5)

☐ Yes ☐ No

47. If the law requires it, are you willing to bear arms on behalf of the United States? (If "No", attach a full explanation)

☐ Yes ☐ No

48. If the law requires it, are you willing to perform noncombatant services in the Armed Services of the United States? (If "No", attach a full explanation)

☐ Yes ☐ No

49. If the law requires it, are you willing to perform work of national importance under civilian direction? (If "No", attach a full explanation)

☐ Yes ☐ No

50. Did you ever apply for exemption from military service because of alienage, conscientious objections, or other reasons? (If "Yes", attach a full explanation)

☐ Yes ☐ No

51. Did you ever register under United States Selective Service laws or draft laws? (If "Yes", complete the following)

☐ Yes ☐ No

Date registered

Selective Service Number

Local Board Number

Present classification

52. The law provides that you may not be regarded as qualified for naturalization, if, at *any* time during the period for which you are required to prove good moral character, you have been a habitual drunkard; advocated or practiced polygamy; have been a prostitute or procured anyone for prostitution; have knowingly and for gain helped any alien to enter the United States illegally; have been an illicit trafficker in narcotic drugs or marijuana; have received your income mostly from illegal gambling, or have given false testimony for the purpose of obtaining any benefits under this Act. Have you ever, *anywhere*, been such a person or committed any of these acts? (If you answer yes to any of these, attach full explanation.)

☐ Yes ☐ No

This block is to be completed by the person preparing form if other than the applicant.

I declare that this document was prepared by me at the request of the applicant and is based on all information of which I have any knowledge.

Signature
X

Address
CATHOLIC SOCIAL SERVICES
OF ALBUQUERQUE, INC.
P.O. BOX 25405
ALBUQUERQUE, NEW MEXICO 87125

Telephone Number Date

Signature of Applicant
X

Mailing Address

Telephone Number Date

Do not fill in blanks below these lines; *This application must be sworn to before an officer of the Immigration and Naturalization Service*

AFFIDAVIT

I do swear that I know the contents of this application, comprising pages 1 to 4, inclusive, and the supplemental forms thereto.

(Form Numbers ______________________________)

subscribed to by me, that the same are true to the best of my knowledge and belief, that corrections numbered:

____________________ to ____________________

were made by me or at my request, and that this application was signed by me with my full, true and correct name, **so help me God**

____

(Complete and true signature of applicant)

(Demonstrate applicant's ability to write English)

Subscribed and sworn to before me by applicant at the preliminary investigation

____

____

At

____

This ________ day of ______________________, 19 ______

I certify that before verification of the above applicant stated in my presence he or she had (heard) read the foregoing application, corrections therein and supplemental form(s) and understood the contents thereof

____

(Naturalization Examiner)

Non Filed

(Date, reasons)

*U.S. Government Printing Office: 1991 — 287-695/20142

U.S. Department of Justice
Immigration and Naturalization Service

FORM G-325A
BIOGRAPHIC INFORMATION

OMB No. 1115-0066

(Family name)	(First name)	(Middle name)	☐ MALE ☐ FEMALE	BIRTHDATE (Mo.-Day-Yr.)	NATIONALITY	FILE NUMBER A-
ALL OTHER NAMES USED (Including names by previous marriages)			CITY AND COUNTRY OF BIRTH			SOCIAL SECURITY NO. (If any)

	FAMILY NAME	FIRST NAME	DATE, CITY AND COUNTRY OF BIRTH (If known)	CITY AND COUNTRY OF RESIDENCE
FATHER				
MOTHER (Maiden name)				

HUSBAND (If none, so state) OR WIFE	FAMILY NAME (For wife, give maiden name)	FIRST NAME	BIRTHDATE	CITY & COUNTRY OF BIRTH	DATE OF MARRIAGE	PLACE OF MARRIAGE

FORMER HUSBANDS OR WIVES (if none, so state)

FAMILY NAME (For wife, give maiden name)	FIRST NAME	BIRTHDATE	DATE & PLACE OF MARRIAGE	DATE AND PLACE OF TERMINATION OF MARRIAGE

APPLICANT'S RESIDENCE LAST FIVE YEARS. LIST PRESENT ADDRESS FIRST.

STREET AND NUMBER	CITY	PROVINCE OR STATE	COUNTRY	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR
						PRESENT TIME	

APPLICANT'S LAST ADDRESS OUTSIDE THE UNITED STATES OF MORE THAN ONE YEAR

STREET AND NUMBER	CITY	PROVINCE OR STATE	COUNTRY	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR

APPLICANT'S EMPLOYMENT LAST FIVE YEARS. (IF NONE, SO STATE.) LIST PRESENT EMPLOYMENT FIRST

FULL NAME AND ADDRESS OF EMPLOYER	OCCUPATION (SPECIFY)	FROM MONTH	FROM YEAR	TO MONTH	TO YEAR
				PRESENT TIME	

Show below last occupation abroad if not shown above. (Include all information requested above.)

THIS FORM IS SUBMITTED IN CONNECTION WITH APPLICATION FOR: ☐ NATURALIZATION ☐ STATUS AS PERMANENT RESIDENT ☐ OTHER (SPECIFY):	SIGNATURE OF APPLICANT DATE
Are all copies legible? ☐ Yes	IF YOUR NATIVE ALPHABET IS IN OTHER THAN ROMAN LETTERS, WRITE YOUR NAME IN YOUR NATIVE ALPHABET IN THIS SPACE:

PENALTIES: SEVERE PENALTIES ARE PROVIDED BY LAW FOR KNOWINGLY AND WILLFULLY FALSIFYING OR CONCEALING A MATERIAL FACT.

APPLICANT: BE SURE TO PUT YOUR NAME AND ALIEN REGISTRATION NUMBER IN THE BOX OUTLINED BY HEAVY BORDER BELOW.

COMPLETE THIS BOX (Family name)	(Given name)	(Middle name)	(Alien registration number)

Form G-325 A (Rev. 10-1-82)

(1) Ident.

U.S. Department of Justice
Immigration and Naturalization Service

Request That Applicant For Naturalization Appear For Interview

P.O. Box 567
Albuquerque, NM 87102

OMB NO. 1115-0064
Approval Expires 4-85

Alien Registration No.

Petition No.

Date

Your application has been received and arrangements have been made to help you in the next step toward naturalization.

Please come to: FEDERAL BUILDING 517 GOLD SW, ROOM 1010 ALBUQUERQUE, NEW MEXICO	on *(date)*
	at *(time)*

The proceeding will take about two hours. If for any reason you cannot keep this appointment, return this letter immediately with your explanation and a request for a new appointment; otherwise, no further action will be taken on your application.

If you are applying for citizenship for yourself, you will be tested on your knowledge of the government of the United States and its history. You will also be tested on reading, writing, and speaking English, unless on the day of your appointment, you have been living in the United States for a total of at least 20 years as a lawful permanent resident and are over 50 years old, or unless you are physically unable to read, write, or speak.

YOU MUST BRING WITH YOU:

1. This letter
2. $50 filing fee (cash or a money order made payable to "Clerk of Court")
3. Alien Registration Receipt Card
4. Any draft cards
5. Your passports and/or any other documents you have which you used in connection with any entries in the United States
6. The Personal Description Form on the back, *completely filled in*
7. Those items checked on the back side of this letter

PLEASE KEEP THIS APPOINTMENT EVEN IF YOU DO NOT HAVE ALL THE ITEMS NUMBERED ABOVE OR THOSE CHECKED BELOW AND ON THE BACK. HOWEVER, YOU MUST BRING THE $50 FILING FEE.

YOU MUST ALSO BRING WITH YOU WHAT IS CHECKED ☒ BELOW:

☐ Enclosed form(s) properly and completely filled out.

☐ Your marriage certificate.

☐ Proof of death or divorce for each prior marriage of yourself or spouse.

☐ Your birth certificate.

☐ Your spouse's birth or naturalization certificate or certificate for citizenship.

☐ The child (children) for whom you filed application for naturalization.

☐ Birth certificate(s) for the child (children).

☐ Adoption decree(s), and a summary translation(s) in English if in a foreign language. A summary translation is a condensation or abstract of the text.

Form N-430
(Rev. 5-5-83) N

☐ Your discharge certificate(s).

☐ The child (children) under age 18 years for whom you have applied for a certificate of citizenship except

____

☐ The enclosed Personal Description Form(s) (N-604), completely filled in, for each child under age 18 years for whom you applied for a certificate of citizenship.

☐ The child's (children's) other parent.

☐

Authority for collection of the personal data information requested on the Description form is contained in Sections 332 and 338 of the Immigration and Nationality Act (8 U.S.C. 1442 and 1449). Submission of this information is voluntary. The principal purpose for requesting this information is to comply with the statutory requirements as to the contents of a certificate of naturalization. The information requested, as a matter of routine use, will be furnished to the clerk of the naturalization court where your petition for naturalization will be filed in order to place the information on a certificate of naturalization in the event you are admitted to United States citizenship. As a routine use all or any part of the information may be disclosed to a court, and to other federal, state, local or foreign law enforcement or regulatory agencies, Department of Defense, including any component thereof, the Selective Service System, the Department of State, the Department of the Treasury, the Department of Transportation, Central Intelligence Agency, Interpol and individuals and organizations in the processing of your application or petition for naturalization or during the course of investigation to elicit further information required by the Immigration and Naturalization Service to carry out its function. Information requested which indicates a violation or potential violation of law, whether civil, criminal or regulatory in nature, may be referred, as a routine use, to the appropriate agency, whether federal, state, local or foreign, charged with the responsibility of investigating, enforcing or prosecuting such violations. Failure to provide any or all of the requested information will prevent the issuance of a certificate of naturalization.

PERSONAL DESCRIPTION FORM

(Type or print)

Date of birth ____________ ; place of birth ____________ ; sex ________ ; complexion ____________

color of eyes ____________________ ; color of hair ______________________________

height __________ feet __________ inches; weight __________ pounds; visible distinctive marks __________

______________________________ ; marital status ____________

country of nationality ______________________________

____

(*If change of name requested*) change to: ______________________________

____

ALWAYS GIVE YOUR ALIEN REGISTRATION NUMBER WHEN COMMUNICATING WITH THIS SERVICE

RIGHTS OF U.S.CITIZENS

Literacy for Citizenship

Catholic Soc. Services of Albuquerque, Inc.

	RIGHTS	UNDOCUMENTED	PERMANENT RESIDENT	CITIZEN
1.	Right to vote	NO	NO	YES
2.	Exempt from Deportation	NO	NO	YES
3.	Right to hold elective office	NO	NO	YES
4.	Right to travel and re-enter the United States	NO	Limited	YES
5.	Right to petition to immigrate family members	NO	Limited	YES
6.	Right to work	NO	Limited	YES
7.	Freedoms guaranteed by the Bill of Rights	Limited	Limited	YES
8.	Right to own land	Limited	Limited	YES
9.	Right to social security benefits	NO	Limited	YES
10.	Right to serve on a jury	NO	NO	YES
11.	Right to carry a U.S. passport	NO	NO	YES
12.	Right to U.S. diplomatic protection	NO	NO	YES

INS QUESTIONS AND ANSWERS

1. What are the colors of our flag?
(Red, White, and Blue)

2. How many stars are there in our flag?
(50)

3. What color are the stars on our flag?
(White)

4. What do the stars on the flag mean?
(One for each state in the union)

5. How many stripes are there in the flag?
(13)

6. What color are the stripes?
(Red and White)

7. What do the stripes on the flag mean?
(They represent the original 13 states)

8. How many states are there in the union?
(50)

9. What is the 4th of July?
(Independence Day)

10. What is the date of Independence Day?
(July 4th)

11. Independence from whom?
(England)

12. What country did we fight during the Revolutionary War?
(England)

13. Who was the first President of the United States?
(George Washington)

14. Who is the President of the United States today?
(George Bush)

15. Who is the Vice-President of the United States today?
(Dan Quayle)

16. Who elects the President of the United States?
(The electoral college)

17. Who becomes President of the United States if the President should die?
(Vice-President)

18. For how long do we elect the President?
(four years)

19. What is the Constitution?
(The supreme law of the land)

20. Can the Constitution be changed?
(Yes)

21. What do we call a change in the Constitution?
(Amendments)

22. How many changes or amendments are there to the Constitution?
(26)

23. How many branches are there in our government?
(3)

24. What are the three branches of our government?
(Legislative, Executive, and Judicial)

25. What is the Legislative branch of our government?
(Congress)

26. Who makes the laws in the United States?
(Congress)

27. What is Congress?
(The Senate and the House of Representatives)

28. What are the duties of Congress?
(To make laws)

29. Who elects Congress?
(The people)

30. How many Senators are there in Congress?
(100)

31. Can you name the two Senators from your state?
(Jeff Bingaman and Pete Domenici)

32. For how long do we elect each Senator?
(6 years)

33. How many Representatives are there in Congress?
(435)

34. For how long do we elect the Representatives?
(2 years)

35. What is the Executive branch of our government?
(The President, cabinet, and departments under the cabinet members)

36. What is the judicial branch of our government?
(The Supreme Court)

37. What are the duties of the Supreme Court?
(To interpret laws)

38. What is the supreme law of the United States?
(The Constitution)

39. What is the Bill of Rights?
(The first 10 amendments of the Constitution)

40. What is the capital of your state?
(Santa Fe)

41. Who is the current Governor of your state?
(Garrey Carruthers)

42. Who becomes President of the United States if the President and the Vice-President should die?
(Speaker of the House of Representatives)

43. Who is the Chief Justice of the Supreme Court?
(William Rehnquist)

44. Can you name the thirteen original states?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island, and Maryland.

45. Who said, "Give me liberty or give me death."?
(Patrick Henry)

46. Which countries were our enemies during World War II?
(Germany, Italy, and Japan)

47. What are the 49th and 50th states of the Union?
(Alaska and Hawaii)

48. How many terms can a President serve?
(2)

49. Who was Martin Luther King, Jr.?
(a civil rights leader)

50. Who is the head of your local government?
(Ken Schultz)

51. According to the Constitution, a person must meet certain requirements in order to be eligible to become President. Name one of those three requirements.
(Must be a natural born citizen of the United States. Must be at least 35 years old by the time he/she will serve. Must have lived in the United States for at least 14 years.

52. Why are there 100 Senators in the Senate?
(2 from each state)

53. Who selects the Supreme Court justices?
(Appointed by the President)

54. How many Supreme Court justices are there?
(9)

55. Why did the Pilgrims come to America?
(For religious freedom)

56. What is the head executive of a state government called?
(Governor)

57. What is the head executive of a city government called?
(Mayor)

58. What holiday was celebrated for the first time by the American colonists?
(Thanksgiving)

59. Who was the main writer of the Declaration of Independence?
(Thomas Jefferson)

60. When was the Declaration of Independence adopted?
(July 4, 1776)

61. What is the basic belief of the Declaration of Independence?
(That all men are created equal)

62. What is the national anthem of the United States?
(The Star-Spangled Banner)

63. Who wrote the Star-Spangled Banner?
(Francis Scott Key)

64. Where does freedom of speech come from?
(The Bill of Rights)

65. What is the minimum voting age in the United States?
(18)

66. Who signs bills into law?
(The President)

67. What is the highest court in the United States?
(The Supreme Court)

68. Who was President during the Civil War?
(Abraham Lincoln)

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69. What did the Emancipation Proclamation do?
(Freed many slaves)

70. What special group advises the President?
(The Cabinet)

71. Which President is called the "Father of our Country"?
(George Washington)

72. What Immigration and Naturalization Service form is used to apply to become a naturalized citizen?
(Form N-400, "Application to File Petition for Naturalization")

73. Who helped the Pilgrims in America?
(The American Indians/Native Americans))

74. What is the name of the ship that brought the Pilgrims to America?
(The Mayflower)

75. What were the 13 original states of the U.S. called?
(Colonies)

76. Name 3 rights or freedoms guaranteed by the Bill of Rights.

(1. The right of freedom of speech, press, religion, peaceable assembly and requesting change of government.

2. The right to bear arms (the right to have weapons or own a gun, though subject to certain regulations).

3. The government may not quarter, or house, soldiers in the people's homes during peacetime without the people's consent.

4. The government may not search or take a person's property without a warrant.

5. A person may not be tried twice for the same crime and does not have to testify against him/herself.

6. A person charged with a crime still has some rights, such as the right to a trial and to have a lawyer.

7. The right to trial by jury in most cases.

8. Protects people against excessive or unreasonable fines or cruel and unusual punishment.

9. The people have rights other than those mentioned in the Constitution.

10. Any power not given to the federal government by the Constitution is a power of either the state or the people.)

77. Who has the power to declare war?
(The Congress)

78. What kind of government does the United States have?
(Republic)

79. Which President freed the slaves?
(Abraham Lincoln)

80. In what year was the Constitution written?
(1787)

81. What are the first 10 amendments to the Constitution called?
(The Bill of Rights)

82. Name one purpose of the United Nations.
(For countries to discuss and try to resolve world problems; to provide economic aid to many countries)

83. Where does Congress meet?
(In the Capitol in Washington, D.C.)

84. Whose rights are guaranteed by the Constitution and the Bill of Rights?
(Everyone/citizens and non-citizens living in the U.S.)

85. What is the introduction to the Constitution called?
(The Preamble)

86. Name one benefit of being a citizen of the United States.
(Obtain federal government jobs; travel with a U.S. passport; petition for close relatives to come to the U.S. to live)

87. What is the most important right granted to U.S. citizens?
(The right to vote)

88. What is the United States Capitol?
(The place where Congress meets)

89. What is the White House?
(The President's official home)

90. Where is the White House located?
(Washington, D.C. 1600 Pennsylvania Avenue, N.W.)

91. What is the name of the President's official home?
(The White House)

92. Name one right guaranteed by the first amendment.
(Freedom of: speech, press, religion, peaceble assembly, and, requesting change of the government)

93. Who is the Commander in Chief of the U.S. military?
(The President)

94. Which President was the first Commander in Chief of the U.S. military?
(George Washington)

95. In what month do we vote for the President?
(November)

96. In what month is the new President inaugurated?
(January)

97. How many times may a Senator be re-elected?
(There is no limit)

98. How many times may a Congressman be re-elected?
(There is no limit)

99. What are the 2 major political parties in the U.S. today?
(Democratic and Republican)

100. How many states are there in the United States?
(50)

1. ¿Cuáles son los colores de nuestra bandera?
(Rojo, blanco y azul)

2. ¿Cuántas estrellas hay en nuestra bandera?
(50)

3. ¿De qué color son las estrellas de nuestra bandera?
(Blancas)

4 ¿Qué significado tienen las estrellas de la bandera?
(Una por cada estado de los Estados Unidos)

5. ¿Cuántas franjas hay en la bandera?
(13)

6. ¿De qué color son las franjas?
(Rojo y blanco)

7. ¿Qué significado tienen las franjas de la bandera?
(Representan los 13 primeros estados)

8. ¿Cuántos estados tienen los Estados Unidos?
(50)

9. ¿Qué representa el 4 de Julio?
(El día de la Independencia)

10. ¿Cuál es el Dia de la Independencia?
(El 4 de Julio)

11. ¿Independencia de quién?
(Inglaterra)

12. ¿Con qué pais peleamos durante la Revolución?
(Inglaterra)

13. ¿Quién fué el primer presidente de los Estados Unidos?
(George Washington)

14. ¿Cuál es el actual presidente de los Estados Unidos?
(George Bush)

15. ¿Quién es el actual Vice Presidente de los Estados Unidos?
(Dan Quayle)

16. ¿Quién elige al Presidente de los Estados Unidos?
(El colegio electoral)

17. ¿Quién sería Presidente de los Estados Unidos si el Presidente muriera?
(El Vice Presidente)

18. ¿Por cuanto tiempo se elige al Presidente?
(Por 4 años)

19. ¿Qué es la Constitución?
(La ley suprema del país)

20. ¿Puede cambiarse la Constitución?
(Sí)

21. ¿Como se llaman los cambios que se hacen a la Constitución?
(Enmiendas)

22. ¿Cuántas enmiendas o cambios se han hecho a la Constitución?
(26)

23. ¿Cuántas ramas existen en nuestro gobierno?
(3)

24. ¿Cuáles son los tres poderes de nuestro gobierno?
(Legislativo, Ejecutiva y Judicial)

25. ¿Cuál es el poder legislativo de nuestro gobierno?
(El Congreso)

26. ¿Quién hace las leyes en los Estados Unidos?
(El Congreso)

27. ¿Qué es el Congreso?
(El Senado y la Cámara de Representantes)

28. ¿Cuáles son los deberes del Congreso?
(Hacer las leyes)

29. ¿Quién elige al Congreso?
(Ciudadanos de 18 años y mas)

30. ¿Cuántos Senadores hay en el Congreso?
(100)

31. ¿Puede Ud. nombrar a dos Senadores de su Estado?
(Jef Bingaman y Pete Domenici)

32. ¿Por cuánto tiempo se elige a cada Senador?
(Por 6 años)

33. ¿Cuántos Representantes hay en el Congreso?
(435)

34. ¿Por cuánto tiempo se eligen a los Representantes?
(Por 2 años)

35. ¿Cuál es el poder Ejecutivo de nuestro gobierno?
(El Presidente, el gabinete, los departamentos de cada Ministerio y el Vice Presidente)

36. ¿Cuál es el poder Judicial de nuestro gobierno?
(La Corte Suprema)

37. ¿Cuáles son los deberes de la Corte Suprema?
(Interpretar las leyes)

38. ¿Cuál es la ley suprema de los Estados Unidos?
(La Constitución)

39. ¿Qué es la Carta o Declaracion de Derechos?
(Las diez primeras enmiendas de la Constitución.)

40. ¿Cuál es la capital de su estado?
(Santa Fe)

41. ¿Quién es el actual gobernador de su estado?
(Garrey Carruthers)

42. ¿Quién sería el presidente de los Estados Unidos si Presidente y el Vice Presidente murieran? (El Presidente de la Cámara de Representantes) ("Speaker")

43. ¿Quién es el Presidente de la Corte Suprema?
(El "Jefe" de los Jueces) (William Rehnquist)

44. ¿Puede Ud. nombrar los primeros 13 estados?
(Connecticut, New Hampshire, New York, New Jersey, Massachusetts, Pennsylvania, Delaware, Virginia, North Carolina, South Carolina, Georgia, Rhode Island y Maryland)

45. ¿Quién dijo, "Me dan la libertad o me dan la muerte?"
(Patrick Henry)

46. ¿Cuáles países eran nuestros enemigos durante la Segunda Guerra Mundial?
(Alemania, Italia, Japón)

47. ¿Cuáles son los estados numero 49 y 50 de la Estados Unidos?
(Alaska y Hawaii)

48. ¿Por cuántos períodos puede el Presidente prestar servicios?
(Por 2 términos)

49. ¿Quién era Martin Luther King, Jr.?
(Un líder de los derechos civiles)

50. ¿Quién es el jefe de su gobierno local?
(Ken Schulz)

51. De acuerdo con la Constitución, una persona debe cumplir ciertos requisitos para ser Presidente. Nombre uno de esos tres requisitos.
(Debe ser ciudadano nacido en los Estados Unidos. Debe tener a lo menos 35 años de edad en el momento de asumir el cargo. Debe haber vivido en los Estados Unidos durante un mínimo de 14 años.)

52. ¿Por qué hay 100 senadores en el Senado?
(Dos/2 por cada estado)

53. ¿Quién elige a los jueces de la Corte Suprema?
(Son designados por el Presidente)

54. ¿Cuántos son los jueces de la Corte Suprema?
(Nueve/9)

55. ¿Por qué vinieron los peregrinos a América?
(En busca de libertad religiosa)

56. ¿Cómo se llama el jefe ejecutivo del gobierno estatal?
(Gobernador)

57. ¿Cómo se llama el jefe ejecutivo del gobierno de la ciudad?
(Alcalde)

58. ¿Qué fiesta celebraron por primera vez los colonizadores americanos?
(El Día Acción de Gracias)

59. ¿Quién fué el principal autor de la Declaración de la Independencia?
(Thomas Jefferson)

60. ¿Cuándo se proclamó la Declaración de la Independencia?
(El 4 de Julio de 1776)

61. ¿Cuál es el principio básico de la Declaración de la Independencia?
(Que todos los hombres son iguales)

62. ¿Cuál es el himno nacional de los Estados Unidos?
(The Star-Spangled Banner)

63. ¿Quién escribió "The Star-Spangled Banner"?
(Francis Scott Key)

64. ¿Cuál es el origen de la libertad de expresión?
(La Carta o Declaración de Derechos)

65. ¿Cuál es la edad mínima para tener derecho a voto?
(Dieciocho/18)

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66. ¿Quién firma el cambio de un proyecto de ley en ley?
(El Presidente)

67. ¿Cuál es la corte principal de los Estados Unidos?
(La Corte Suprema)

68. ¿Quién era el Presidente durante la Guerra Civil?
(Abraham Lincoln)

69. ¿Qué se logró con la Proclamación de la Emancipación?
(Liberar a muchos esclavos)

70. ¿Qué grupo especial aconseja al Presidente?
(El Gabinete)

71. ¿A qué Presidente se le llama el "Padre de nuestro Pais"?
(George Washington)

72. ¿Qué formulario del Servicio de Inmigración y Naturalización se usa para postular a la ciudadanía?
(El formulario N-400, "Solicitud para presentar petición de ciudadanía")

73. ¿Quiénes ayudaron a los peregrinos en América?
(Los Indios Americanos/Americanos nativos)

74. ¿Cuál es el nombre del barco que trajo a los peregrinos a América?
(Mayflower)

75. ¿Cómo se llamaban los trece primeros estados de los Estados Unidos?
(Colonias)

76. Nombre tres derechos o libertades que la Carta o Delcaración de Derechos garantiza.
(1. La libertad de derecho de expresión, de prensa, de religión, de reunirse en forma pacífica y de pedir cambio de gobierno.
2. El derecho a tener armas/el derecho a tener armas o poseer un revólver, ajustándose a ciertos reglamentos.
3. El gobierno no puede acuartelar u hospedar soldados en los hogares de las personas durante tiempo de paz sin el consentimiento de las personas.
4. El gobierno no puede inspeccionar o entrar en la propiedad de una persona sin una orden.
5. Una persona no puede ser sometida a juicio dos veces por el mismo crimen y no tiene que dar testimonio en contra de si mismo.
6. Una persona culpada de un crimen aún tiene ciertos derechos, como el derecho a ser sometido a juicio o a tener un abogado.
7. El derecho a ser juzgado por un tribunal en mayoría de los casos.
8. Protección a las personas en contra de multas excesivas y no razonables o castigo cruel y poco común.
9. Las personas tienen otros derechos además de los mencionados en la Constitución.
10. Cuálquier poder no otorgado al gobierno federal por la Constitución es un poder del estado o de las personas.)

77. ¿Quién tiene el poder de declarar una guerra?
(El Congreso)

78. ¿Qué clase de gobierno tienen los Estados Unidos?
(Es una república)

79. ¿Qué Presidente liberó a los esclavos?
(Abraham Lincoln)

80. ¿En qué año se escribió la Constitución?
(1787)

81. ¿Cómo se llaman las primeras diez enmiendas a la Constitución?
(Carta o Declaración de los Derechos)

82. Nombre un propósito de las Naciones Unidas.
(Que los países discutan y traten de resolver los problemas mundiales; entregar ayuda económica a muchos países)

83. ¿Dónde se reúne el Congreso?
(En el Capitolio en Washington, D.C.)

84. ¿Los derechos de quiénes están garantizados por la Constitución y la Carta o Declaración de Derechos?
(De todos los ciudadanos y los no-ciudadanos que viven en los Estados Unidos)

85. ¿Que nombre tiene la introducción a la Constitución?
(El Preámbulo)

86. Nombre un beneficio por el hecho de ser ciudadano de los Estados Unidos.
(Obtener trabajos de gobierno federal; viajar con un pasaporte de los Estados Unidos; solicitar que familiares cercanos vengan a vivir a los Estados Unidos.)

87. ¿Cuál es el derecho más importante otorgado a los ciudadanos de los Estados Unidos?
(El derecho a votar)

88. ¿Qué es el Capitolio de los Estados Unidos?
(El lugar donde se reúne el Congreso)

89. ¿Qué es la Casa Blanca?
(La casa oficial del Presidente)

90. ¿Donde está la Casa Blanca?
(En Washington, D.C./1600 Pennsylvania Avenue, N.W.)

91. ¿Cuál es el nombre de la casa oficial del Presidente?
(La Casa Blanca)

92. Nombre un derecho otorgado por la primera enmienda.
(Libertad de: expresión, prensa, religión, reuniónes pacíficas, y solicitar cambio al gobierno)

93. ¿Quién es el Comandante en Jefe del Ejército de los Estados Unidos?
(El Presidente)

94 ¿Quién fue el primer Comandante en Jefe del Ejército de los Estados Unidos?
(George Washington)

95. ¿En qué mes se elige al Presidente?
(Noviembre)

96. ¿En qué mes asume el Presidente?
(Enero)

97. ¿Cuántas veces puede ser reelegido un Senador?
(No hay límites)

98. ¿Cuántas veces puede ser reelegido un representante del Congreso?
(No hay límites)

99. ¿Cuáles son los dos principales partidos políticos de los Estados Unidos en la actualidad?
(Democrático y Republicano)

100. ¿Cuántos estados hay en los Estados Unidos?
(50)

TWENTY STATEMENTS FOR LITERACY PRACTICE FROM INS

1. The American flag is red, white, and blue.
2. The United States has fifty (50) states.
3. George Bush is the President of the United States.
4. There are two (2) Senators from each state.
5. The Congress makes the laws in the United States.
6. I want to be a citizen.
7. The Congress meets in the capitol.
8. The President works in Washington, D.C.
9. George Washington was the first President.
10. We are all equal in America.
11. July 4 is Independence Day.
12. You must be a United States citizen to vote.
13. The American flag has fifty (50) stars.
14. Washington, D.C. is the capital of the United States.
15. I live in the United States of America.
16. The President lives in the White House.
17. The American flag has thirteen (13) stripes.
18. The Vice President works in Washington, D.C.
19. We have freedom of speech in the United States.
20. The Congress has two (2) houses.

10/30/89